School to Work
CREATING FUTURE PATHWAYS

Vocational Learning in **Languages**

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Vocational Education in Schools Directorate

Vocational Learning in Languages

"When students leave school, they should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning".

Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999)

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1. Vocational and Enterprise Learning in Languages

"Career building skills should not be taught as a separate subject but should be integrated with other curriculum subjects, such as maths, history ... Why are we learning these subjects if not to prepare for the rest of life? Let's put a context around these subject areas that adds greatly to the learning experience."

Phil Jarvis (2002)
Vice-President, Canadian Work/Life Centre

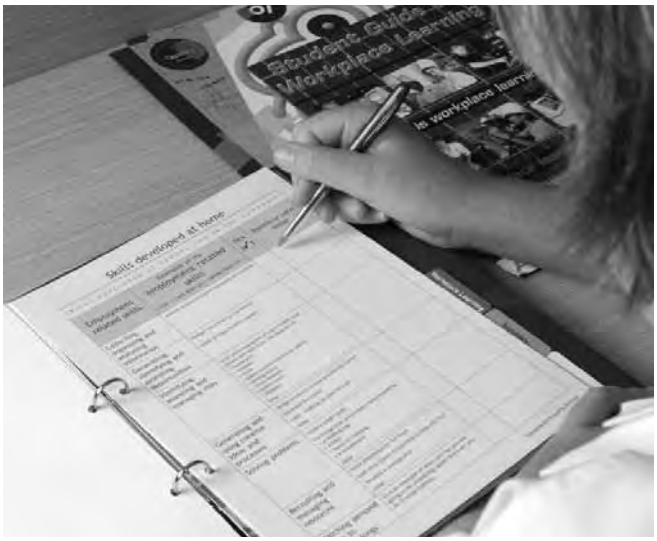
1.1 Introduction

Vocational learning is learning that addresses broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments. Vocational learning provides students with the opportunity to make connections between school and the world beyond it.

Vocational Learning in Languages is a curriculum support tool for secondary school teachers within the Languages key learning area. This resource supports teachers in implementing the Languages Years 7-10 and Stage 6 syllabuses to identify and provide a range of opportunities for students to articulate the relevance of their curriculum learning to personal growth and future careers.

Vocational Learning in Languages also provides teachers with information and teaching strategies to support the implementation of the *Employment Related Skills Logbook.*

This booklet updates the existing *Vocational Learning in Languages* booklet provided to teachers in 2003.



1.2 *School to Work: Creating Future Pathways 2005-2007*

School to Work: Creating Future Pathways extends and builds on the successes of the *School to Work Program* implemented between 1999-2003 as part of the NSW Government commitment to support students in transition from school to post-school education, training and employment destinations.

School to Work: Creating Future Pathways recognises the impact on young people's life decisions in a world where ideas about work and practices in the workplace are changing rapidly. Students need to develop employment related skills and enterprising attributes that can be applied to a range of jobs and careers, and to be prepared to engage in lifelong learning.

School to Work focuses on four priority areas:

- Planning Transition Pathways
- Exploring Career Futures
- Strengthening Student Outcomes through Vocational Learning
- Building Networks and Connections.

1.3 Enterprise learning in Languages

Enterprising students possess the drive and commitment to identify, initiate, be resourceful and manage activities that are real and relevant to them both within school and the wider community. Enterprise learning develops students' personal and employment related attributes including the ability to be innovative and to successfully manage change.

The Enterprise Education Action Research (EEAR) project funded by the Australian Government (2002/2004) highlighted that ... *the focus of enterprise education should be on students' learning as enterprising people, rather than on activity alone.*

Therefore, students will be encouraged to be enterprising when they are provided with opportunities of:

- **Student ownership** – students are given opportunities to have greater control of the learning experience rather than having decisions made for them – for example, negotiating tasks and related assessment criteria. This involves making the learning environment as real as possible so that students will become actively involved in and own what is occurring.
- **Experiential learning** – activities that allow students to learn by 'doing' both inside and outside the classroom. This will combine classroom learning and participation in the broader school community.
- **Cooperative learning** – students learn with and from each other including working in teams both inside and outside school boundaries. This includes the ability to exercise personal and shared responsibility, rather than being dependent on the teacher to solve problems and resolve issues.
- **Reflective practice** – opportunities for evaluation need to be built into the learning outcomes of the activity so students learn from their experiences.

In this respect, enterprise learning is not something new but something that needs to be made **more explicit** to students as they are learning, and needs to be **integrated into normal classroom practice**. In this way, students will be able to apply their wider school learning to real life situations thus making learning more authentic, relevant and engaging.

Effective partnerships between schools, parents, local business and industry are a key factor in the success of enterprise learning. The support and engagement of business and communities provide students with the opportunity to put their enterprising skills into practice.

Examples of enterprise learning in Languages courses could include students:

- planning, organising and running events involving hosting and translating for international visitors
- operating a practice firm dealing with international business and language
- operating a practice firm that develops websites for an international business
- compiling a community calendar of tourism and cultural events
- undertaking the *Young Achievement Australia Business Enterprise Program* involving student teams forming companies to market goods and services related to international business
- implementing a volunteer project involving working with primary school students on speaking another language
- raising money for the Languages department by providing a commercial service to staff and students
- organising and promoting a cultural food fair.

List some examples of enterprise learning that your students are involved in/could be involved in:

My students are involved in/could be involved in:

Further information and student activities are provided in the *Employment Related Skills Logbook*.

1.4 Quality teaching in NSW public schools

Vocational Learning in Languages assists teachers to improve student outcomes by supporting the *Quality teaching in NSW public schools* model of pedagogy. It provides teachers with ideas, approaches, tools, resources and support materials that promote high levels of **intellectual quality**, a high **quality learning environment** and **significance** by connecting students with authentic learning contexts.

1.5 Assessment for learning

Vocational Learning in Languages provides support for teachers to plan and implement effective assessment for learning strategies. This includes the use of contemporary assessment strategies which are evidence-based and which help make learning more meaningful and important to students.

Student self-assessment and peer-assessment opportunities are encouraged through the use of tools such as the *Employment Related Skills Logbook* and activities from *The Real Game Series* – for example. Also encouraged are assessment strategies that involve authentic learning contexts that connect students with their world. Such strategies could include enquiry-based research assignments and projects and fieldwork activities involving students in work-based and community-based learning.

1.6 Vocational learning syllabus links in the Languages curriculum

1.6.1 *Work, Employment and Enterprise* in the Languages Years 7-10 syllabus

The NSW Board of Studies has included cross-curriculum content and student learning outcomes for *Work, Employment and Enterprise* in all new Years 7-10 syllabuses, including Languages. By addressing *Work, Employment and Enterprise* content, Languages teachers can assist students to develop important knowledge, understanding, skills, values and attitudes about work, employment and the workplace. Students can also be encouraged to engage with enterprise, service, community and work-based learning opportunities. *Vocational Learning in Languages* supports Languages teachers in addressing these syllabus outcomes.

1.6.2 *Key Competencies* in the Languages Years 7-10 syllabus

Key Competencies are generic competencies essential for effective participation in existing and emerging learning for future education, work and life. They are embedded in the NSW Board of Studies Languages Years 7-10 syllabus.

The *Key Competencies* are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

1.6.3 *Key Competencies* in the Languages Stage 6 syllabus

Languages Stage 6 courses available are:

Arabic Beginners	Filipino Continuers	HSC Japanese Extension	Modern Hebrew Continuers
Arabic Continuers	French Beginners	Japanese Background Speakers	Persian Background Speakers
HSC Arabic Extension	French Continuers	Khmer Continuers	Polish Continuers
Armenian Continuers	HSC French Extension	Korean Beginners	Portuguese Continuers
Chinese Beginners	German Beginners	Korean Continuers	Russian Background Speakers
Chinese Continuers	German Continuers	Korean Background Speakers	Serbian Continuers
HSC Chinese Extension	HSC German Extension	Latin Continuers	Slovenian Continuers
Chinese Background Speakers	Hindi Continuers	HSC Latin Extension	Spanish Beginners
Classical Greek Continuers	Hungarian Continuers	Latvian Continuers	Spanish Continuers
HSC Classical Greek Extension	Indonesian Beginners	Lithuanian Continuers	HSC Spanish Extension
Classical Hebrew Continuers	Indonesian Continuers	Macedonian Continuers	Swedish Continuers
HSC Classical Hebrew Extension	HSC Indonesian Extension	Malay Background Speakers	Tamil Continuers
Croatian Continuers	Indonesian Background Speakers	Maltese Continuers	Turkish Continuers
Czech Continuers	Italian Beginners	Modern Greek Beginners	Ukrainian Continuers
Dutch Continuers	Italian Continuers	Modern Greek Continuers	Vietnamese Continuers.
	HSC Italian Extension	HSC Modern Greek Extension	
	Japanese Beginners		
	Japanese Continuers		

The Languages Stage 6 syllabus for the courses listed above embed the *Key Competencies* to enhance students' learning and their continuing development of the effective thinking skills necessary for further education, work and everyday life.

The *Key Competencies* addressed are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems
- using technology.

1.6.4 Vocational learning outcomes in Languages Stage 6

Languages Stage 6 subjects strongly support and promote vocational learning outcomes. The following examples from Stage 6 syllabuses illustrate this link.

The study of languages:

- provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions
- assists students to prepare for employment and full and active participation as citizens.

2. Employment Related Skills in the Classroom

"People will have a portfolio, individually managed careers … Employees will also have to cultivate more transferable skills … and be constantly re-training."

Dr Jim Bright, University of NSW (2004)

2.1 Employment related skills

Employment related skills are generic skills which are transferable to the ever-changing work environment. These skills are developed throughout a person's life and in multiple settings, including work and life settings and educational contexts. Nine skills have been identified in the *Employment Related Skills Logbook*. They are:

Self-management	**Communication**	**Problem solving**
Initiative and enterprise	**Teamwork**	**Technology**
Learning	**Planning and organising**	**Cross-cultural understanding**

Employment related skills are highly valued by employers. Education programs that emphasise these skills offer students a comparative advantage in the labour market. These skills also support young people in becoming active citizens in their community.

Each teacher has a role to play in helping young people develop their employment related skills. For more information, the guide *5.1 Employment related skills and their elements* has been developed to support classroom teachers in identifying the employment related skills students are able to demonstrate by participating in curriculum activities.

2. Employment Related Skills in the Classroom

2.1.1 Identifying employment related skills – a questionnaire for teachers

Are you already teaching employment related skills in the classroom?

Students gain a variety of employment related skills in every subject. Complete this questionnaire to identify employment related skills you are already teaching to your students.

Do your students develop any of these skills in your classroom?
Tick and add to the list below.

Self-management

(✓) Are you teaching your students to:

- ❑ have clear personal goals and strategies
- ❑ be task-orientated and outcomes focused
- ❑ show interest, initiative and effort
- ❑ seek advice and support when required
- ❑ be pro-active in career planning, time management and setting challenges.

Initiative and enterprise

(✓) Are you teaching your students to:

- ❑ identify opportunities
- ❑ develop a strategic, creative, long-term vision
- ❑ show independence and initiative in identifying problems and solving them
- ❑ enjoy the challenge of new experiences.

Learning

(✓) Are you teaching your students to:

- ❑ learn in any setting
- ❑ identify and access learning sources and opportunities
- ❑ use a range of mediums to learn including mentors, peers, networking and information technology
- ❑ acknowledge the need to learn in order to accommodate change.

Communication

(✓) Are you teaching your students to:

- ❑ speak to a group confidently
- ❑ speak and write in another language
- ❑ follow verbal instruction
- ❑ select the appropriate communication form and style
- ❑ use verbal and non-verbal modes of communication.

Teamwork

(✓) Are you teaching your students to:

- ❑ understand how to operate in teams
- ❑ recognise and respect people's diversity, individual differences and perspectives
- ❑ establish group goals
- ❑ manage and resolve conflict when appropriate.

Planning and organising

(✓) Are you teaching your students to:

- ❑ take initiative and make decisions
- ❑ manage time and priorities
- ❑ establish clear project goals and deliverables
- ❑ collect, analyse and organise information, using appropriate methods.

Problem solving

(✓) Are you teaching your students to:

- ❑ anticipate, identify, clarify and frame problems
- ❑ develop and explore practical solutions
- ❑ analyse and assess information and situations
- ❑ implement solutions.

Technology

(✓) Are you teaching students to:

- ❑ gain a range of basic information technology skills
- ❑ manage and use technology
- ❑ understand the social implications of technology.

Cross-cultural understanding

(✓) Are you teaching your students to:

- ❑ understand and respect cultural and community diversity
- ❑ work with people of different ages, gender, race, religion
- ❑ show respect and concern for others
- ❑ interact with sensitivity and empathy.

2.1.2 Examples of employment related skills developed in Languages Stages 4, 5 and 6

Students gain a variety of valuable employment related skills in every subject they study. Here are some examples of employment related skills developed by students studying Languages courses in Stages 4-6.

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Self-management Ability to take responsibility for setting and achieving personal goals	• design and implement an individual study guide for languages • develop and demonstrate perseverance in undertaking language learning challenges • manage personal reactions to responsibilities and challenges in school, work and life • reflect on aspects of past, present and future experience.
Initiative and enterprise Ability to seek/take advantage of opportunities	• willingly take risks when using language • deduce meaning from context and prior knowledge of subject matter when listening for main ideas or reading for gist • initiate an interaction – for example, by greeting, asking a question or interjecting • access appropriate information to expand and enhance communication – for example, dictionaries, word lists, grammar references and authentic texts in print and online.
Learning Ability to achieve new skills and/or knowledge	• become self-motivated learners through inquiry and active participation in challenging and engaging experiences • demonstrate an understanding of the importance of appropriate use of language in diverse contexts • develop strategies for internalising new language and building on prior knowledge – for example, mnemonic devices and communicative activities such as songs, matching games, cloze activities, listening and memory games.
Communication Ability to express and understand information	• maintain social interactions and communicate appropriately in familiar contexts – for example, turn-taking, agreeing, acknowledging, replying and asking for repetition or clarification • identify ways in which stress, intonation and body language are used to convey meaning • select and manipulate particular structures to achieve specific communication goals – for example, tense markers, emotive language for effect • maintain an interaction by responding to and asking questions and sharing information • use a range of strategies to maintain communication • convey information appropriate to context, purpose and audience • exchange and justify opinions and ideas on known topics.

2. Employment Related Skills in the Classroom

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Teamwork Ability to work effectively with others to get things done	• lead group activities and negotiate with others in shared tasks • monitor group and self performance • work with others in teams towards a common, agreed goal • take responsibility for developing and achieving group goals • cooperate with others, be responsive to others' ideas and take a collaborative approach to language tasks.
Planning and organising Ability to coordinate and prioritise tasks and resources	• plan, draft and edit when constructing own text • access resources and organise relevant structures and vocabulary when planning and constructing a text • structure and sequence ideas and information.
Problem solving Ability to identify problems and develop solutions	• deduce meaning from context and prior knowledge of subject matter when listening for main ideas • select and manipulate particular structures to achieve specific communication goals/communication purposes.
Technology Ability to use appropriate technologies to complete tasks	• produce original text using information and communication technologies – for example, word processing, digital images • research and present information using a range of information and communication technologies, including CD-ROMs and the Internet • participate in discussions with speakers of other languages, by using email, or Internet discussion forums • access websites to transfer and manipulate data to produce a specific text – for example a multimedia presentation.
Cross-cultural understanding Ability to respect diversity and act without discrimination	• recognise that there are culturally appropriate expressions for particular contexts • identify generalisations about people and culture – for example, questioning stereotypes • discuss and compare the values and beliefs of diverse cultures • reflect on attitudes and practices that differ from one's own • recognise appropriate intercultural behaviour in diverse settings • identify values, attitudes and beliefs of cultural significance.

2.1.3 Sample units of work annotated with employment related skills

As you can see from completing the previous questionnaire, you are already teaching employment related skills in your classroom. The next step is to make it explicit in your current teaching programs. A simple way to start is to annotate a current teaching program with employment related skills. Below are two sample units developed for the Languages Unit, Curriculum K-12 Directorate showing annotated employment related skills for you to use as a guide.

2.1.3.1 Italian annotated sample unit of work

Stage 5 Italian Term 3 focus: First independence

Situation
Students imagine that they are doing a home stay in *Bologna*. The host family is celebrating *Ferragosto* with relatives in *Sardegna*. The young person is invited to go but prefers to spend the weekend at the beach in *Rimini*. He/she remains in constant contact with friends and family back home as he/she relates his/her adventures and seeks permission to act independently of the host family.

In this sequence of units of work, the notion is to encourage students to think about and learn the language that they would need if they were in a home stay situation. The goal is to actually take the students on an exchange to Italy or to host a group of students from Italy.

Building the field

Brainstorm and mind map the following:
Where are we going and how will we get there? What do we already know about this?
Anticipate the experiences that we might have.
Anticipate the language that we will need. What do we already know?

Teachers' note
Before each activity in the units of work, teachers should ensure that the structures and language required have been practised.
Keep a language bank of the lexicon that students know and require for the units in the form of posters or graffiti boards.
Resources:

Texts	CD-ROM	Internet
Faccia a faccia, Laura Ulisse Momento creativo 1, Guerra Parlare in Italiano, Anna Ignone Primo Ascolto, T. Marin, Il Globo or La Fiamma **Options** Alternate items can be found in: Pronti, via! 2, Minelle Katis & Rubino, Nelson Volare 2, Caiazzo & Ciavarella, Longman	Album Italiano, Department of Education and Training, Co.As.It., Planet Learning	MatDid - http://web.tiscali.it/scudit/mdindice.htm Ferragosto - www.forums.e.g.ullet.com Italian trains - www.trenitalia.it Virgilio meteo - http://meteo.notizie.virgilio.it/meteo/do Regional cooking of Italy - www.frugalfun.com/pasta Dialects - www.askoxford.com/languages/culturevulture/italy/dialect Webcam - http://utenti.lycos.it/netsurferlighthouse/webcam.htm Adriabeach - www.adriabeach.net

2. Employment Related Skills in the Classroom

Language: Italian	**Target Group:** Year 10 Term 3	**Unit of work:** *Ferragosto*/holiday destinations (1)	**Estimated Duration:** 3 weeks
What are the key ideas or concepts you want the students to learn? • There is diversity in attitudes, values and perspectives within Italian society. • Communication has a social purpose and there are rules that govern it.		**Why does the learning matter?** • Accepting oneself and others involves accepting diversity of cultural attitudes and values. • Functioning effectively in a range of social contexts requires an understanding of the different ways language is used.	
Targeted outcomes: 5.UL.1, 5.UL.2, 5.UL.3, 5.UL [illegible] 5.MBC.1, 5.MBC.2			
Students learn about: • ways in which texts are constructed for specific purposes for example, monologues • ways of identifying relevant details when listening for specific information for example, listening to individuals talking about their preferences • ways of identifying relevant details when reading for specific information for example, reading passages about Italian feast days • application of known linguistic structures in new contexts • collaborative and inclusive ways to achieve communication goals • application of known structures in new contexts • resources available to enhance or promote independent learning • variations of the message according to context, purpose, audience • the effect of linguistic choices on intended meaning		• [illegible] purpose for example, promoting specific holiday destinations • make judgments about the relevance of the information in the monologues • make judgments about the relevance of the detail in the individual's holiday preferences • reconstruct information from a range of sources for example, Internet information • interact with reference to purpose, audience or participants - for example, exchanging cultural information with e-pals • reconstruct information from a range of so[illegible] example, summarising information • develop skills in assessing appropriate add[illegible] information to expand and enhance communication for example, authentic text in print and online • reflect on formal and informal language, [illegible] it is used • make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures for example, expressing preferences and justification of choice	
Structures *Scusa,ha degli opuscoli/informazioni….?* *Vorrei/preferisco andare al mare perché…* *Mi sa dire dov'è/se c'è/dove si trova….*	**Language functions** Making requests Justifying preferences Asking for directions or instructions	**Socio-cultural content** Holidays and celebrations in Italy Attitudes to celebrations and cultural expectations	**Cross-curriculum content & policies** Literacy ICT (Internet searches)

Communication

Technology

Planning and organising

Learning

Self-management

Intellectual quality	Quality learning environment	Significance
• **Deep knowledge** • **Deep understanding** • **Problematic knowledge** • **High-order thinking** • **Metalanguage** • **Substantive communication**	• **Explicit quality criteria** • **Engagement** • **High expectations** • **Social support** • **Students' self-regulation** • **Student direction**	• **Background knowledge** • **Cultural knowledge** • **Knowledge integration** • **Inclusivity** • **Connectedness** • **Narrative**

Suggested teaching and learning activities	**Resources**:
Building the field • Brainstorm what students already know about specific holidays in Italy. Discuss this in contrast to Australian celebrations, the type of activities carried out, the seasons etc. • Create a mind map of language/lexicon associated with this. (S) (W)	
(a) What is *Ferragosto*? Read "*Cento di questi giorni*" from *MatDid* website. Initiate a class discussion based on the article and associated web tasks. (RR)	MatDid – http://web.tiscali.it/scudit/mdindice.htm (to access the article click on title 100 "*Cento di questi giorni*")
(b) Give students a series of photos of a family. Working in groups, students predict what the family is like, their interests, how they live etc in order for students to visualise the context for the home stay. Keep a list of lexicon associated with this activity and activity (c).	Teamwork
(c) Listen to conversations about what Italian families do for *Ferragosto*. Discuss how this compares with the predictions made when viewing the family photos. (LR, S)	*Momento creativo 1*, pages 68-69, *Evviva le vacanze* (record monologue from the transcript in the text book) Album Italiano – *Il minimo indispensabile*
(d) Students work individually or in pairs to complete the role plays in "*Il minimo indispensabile*" movie clip in Album Italiano. (LR) (S)	Sample graffiti board in the attachments
(e) Brainstorm and record the possible use of language and its consequences. The situation to be addressed is an invitation by the father to join the family for *Ferragosto*. Start a series of graffiti boards. Students continue to add language as the units progress.	Cross-cultural understanding
(f) Ongoing classroom activity for Units 1 & 2: Working in pairs, students create dialogues based on possible destinations and holiday activities. This must include 14 possible exchanges. The situations are to be recorded and submitted in week 6.* (S) (Note: students may continue to prepare the dialogue during subsequent weeks for presentation in week 6 for assessment.)	Planning and organising Teamwork

(g) Students consider what they have learned about Ferragosto, the use of language and its social consequences. Create a mind map. Use this information to write an email to family or friends explaining what happens in Italy on 15 August.* (W) *indicates activities suitable for assessment.	ALSO: for extension Parlare in Italiano, Anna Ignone Ferragosto www.forums.e.g.ullet.com Cross-cultural understanding Communication
Extension • Have students communicate with their e-pals in Italy to tell them what they have learned about *Ferragosto* and to ask their e-pals what they will do this year. • Have an Italian speaker talk spontaneously about the family in the photos. Students compare this with their own observations.	
Evaluation & variation **Signature:**	**Date:**

2.1.3.2 German annotated sample unit of work

Language: German	**Target group:** Stage 5 (Year 10)	**Unit of work:** Special occasions	**Duration:** 25 hours

What are the key ideas or concepts you want the students to learn?

- Different cultures have their own celebrations and festivals.
- Festivals are an integral part of German-speaking communities.
- There is a range of language that can be used when discussing and participating in celebrations in German-speaking communities.

Why does that learning matter?

- Students will develop a better understanding of the values and beliefs of other cultures within their class.
- Being able to discuss festivals with German friends and visitors contributes to students' capacity to initiate and sustain communication and relationships.
- Students will be able to participate more meaningfully in celebrations when they travel to German-speaking countries.

Communication

Cross-cultural understanding

Targeted outcomes

5.MBC.1, 5.MBC.3 (Extension), 5.UL.3, 5.UL.4, 5.UL.7 (Extension), 5.UL.8 (Extension)

Students learn about:

- cultural concepts and ways they are reflected in language and behaviour
- the value of developing respect for and appreciation of other cultures
- the contributions of diverse cultures to the local community
- the advantages of cross-cultural awareness and understanding
- acceptance of diverse attitudes and practices through reflection and discussion
- the manipulation of structure, format and choice of vocabulary to achieve specific purposes
- the application of known linguistic structures in new contexts
- responding to factual and open-ended questions
- resources available to enhance or promote independent learning
- the use of technology to express ideas and create own text
- language features of specific text types to enhance communication
- the development and evaluation of strategies needed for the independent production of texts
- principles of text organisation and logical development of ideas

Students learn to:

- identify and analyse ways in which culture is reflected in language use in diverse contexts
- discuss and compare values and beliefs of diverse cultures
- reflect on attitudes and practices that differ from their own
- analyse values, attitudes and beliefs of diverse cultures
- select and manipulate particular structures to achieve specific communication goals
- reconstruct information from a range of sources
- maintain an interaction by responding to and asking for and sharing information
- develop skills in accessing appropriate additional information to expand and enhance communication
- access websites to transfer and manipulate data to produce a specific text
- manipulate German to communicate effectively and
- select, incorporate and experiment with learnt structures and present texts logically
- sequence thoughts and structure ideas in a logical manner

Cross-cultural understanding

Planning and organising

Technology

Planning and organising

Structures:	**Socio-cultural content:**	**Cross-curriculum content & policies**
Um … zu … *weil* clauses *man* adjectives – after definite articles, including comparative and superlative forms past tense with *haben* (reinforced)	cultural beliefs festivals celebrations	Studies in Society Syllabus Years 7-10 ICTs Civics and citizenship Difference and diversity Multiculturalism

Building the field: (for example, the connections to *background knowledge* and *cultural knowledge*)

- ***Worksheet:* Wichtige Feste und Feiertage in meiner Familie *(W)***
- **Umfrage: Wichtige Feste und Feiertage in unserer Klasse - *worksheet and discussion (S, LR)***
- Comparison of Australian and German calendars (S, LR)
- Reading and discussion (or optional cloze activity): *Wie feiert man Feste in Deutschland?* (worksheet)

Teaching and learning activities: (What do you want students to do? How well do you expect them to do it?)

1. Reading comprehension: *Die fünfte Jahreszeit* from *Feuerwerk 2, Kapitel 6* (RR), including introduction to and practice of adjectives after the definite article (comparative and superlative forms)
2. Reading activity: *Feste feiern, wie sie fallen* from *Feste und Feiern* (RR)
3. *Karneval* reading comprehension from *Deutschland Direkt* (RR) – OPTIONAL EXTENSION ACTIVITY
4. Introduction and practice of the use of *man – Was macht man zum Fasching?*
5. *Eine Umfrage: Familienfeste* from *Feuerwerk 3, Arbeitsbuch* (LR)
6. *Eine Umfrage: Familienfeste* from *Feuerwerk 3, Kursbuch* (S)*
7. Oral presentation: *Familienfest von einem Klassenkameraden/einer Klassenkameradin* (S) *
8. Introduction and practice of *weil* clauses – *Warum macht man das?*
9. PowerPoint presentation: *Ein deutsches Fest/ein deutscher Feiertag*, including worksheet for classmates to complete (W and S) *
10. Video: *Deutsch Aktuell 1, Lektion 6 - Geburtstag* (LR, RR and S)
11. Comparison of German parties to those in other cultures - *Deutsche Partys: Gemeinsam einsam* from www.goethe.de/z/jetzt/dejart38/6.html (RR)
12. Introduction and practice of *um … zu* construction – *Ich fahre nach Deutschland, um meine Verwandten zu besuchen*
13. Song: *Die Party – Jemanden telefonisch einladen* from *Deutsch Vergnügen* (S)
14. Questionnaire and discussion: *Partys* (LR, RR and S)
15. *Geburtstagsparty, Klassenparty, Sylvesterparty* from *Feste und Feiern* - discussion and reading (S and RR)
16. Planning a German celebration in class, including invitations (S and W)
17. Using cartoons as stimulus, write an account of a party: *Eine etwas andere Party* (W)*
18. Song: *Auf Wiedersehen – Sich für ein Fest bedanken* from *Deutsch Vergnügen* (S)
19. Class party in groups (S and LR)*
20. Writing task: write a report of the class party for the school website (W) *

Note: Activities marked * could be used for assessment

Resources

Resource sheets 1-14 from DET

Feuerwerk 2, Kapitel 6 und 8

Feuerwerk 3, Kapitel 2
www.goethe.de/z/jetzt/dejart38/6.html
Feste und Feiern (Landeskundebogen 12) from GIIN – the DET has a limited [illegible] copies for DET schools
[illegible]ten und Bräuche durch die Jahreszeiten from IN
Deutschland Direkt from Carel Press
General books on German culture and festivals, eg "Fiesta! Germany"
Pictures/visual aids of German celebrations
Samples of German invitations (optional)
Deutsch Vergnügen – Deutsch lernen mit Rap und Liedern from Langenscheidt
Deutsch Aktuell 1 – Lektion 6 (video)

Communication

Cross-cultural understanding

Planning and organising

Communication Technology

Evaluation and variation

Teacher/s: _____

Signature: _____

Date: _____

2.2 *The Employment Related Skills Logbook*

The Employment Related Skills Logbook is a central element of the NSW Government's *School to Work: Creating Future Pathways*. This logbook has been developed as a means of enhancing students' understanding of the employment related skills they are developing at school and in the community throughout their school years and recording their individual school to work transition planning.

The logbook is a:

- planning tool for students to document employment related skills
- tool for teachers/schools to monitor a student's personal growth and responses to their current learning and future choices
- source of vocational and enterprise learning activities
- source of career/transition references
- tool that encourages students to self-manage their personal career journey
- storage folder for certificates and other important documents
- resource to help students prepare a résumé
- useful tool for schools to use when writing school leaver references.

A CD-ROM is provided in each logbook which contains electronic templates of all pages, allowing teachers and students to print off additional pro-formas and edit pages to suit students' needs.

The *Employment Related Skills Logbook* is a flexible resource for students to collect evidence and document their vocational learning experiences. Each logbook will vary in its collection of content as each individual student has different ideas and aspirations for their future. Ideally, the logbook should be a mix of teacher-directed materials and evidence of student's self-managed transition planning and skills development.

2.2.1 Why use the logbook?

Use of the logbook is consistent with the key directions of the Board of Studies *K-10 Curriculum Framework* and new syllabuses. It is a tool which supports the implementation of the *Work, Employment and Enterprise* cross-curriculum content statement in all new Years 7-10 syllabuses.

The logbook:

- provides teachers with a practical tool for engaging students in self-assessment and peer-assessment, which are features of the new Years 7-10 syllabuses. Such exemplary assessment practices provide opportunities for students to assume responsibility for their own learning which provides a sound basis for personalised learning
- supports teachers in implementing vocational learning across all Stage 5 and 6 key learning areas in line with the *Key Competencies*
- supports the *Quality teaching in NSW public schools* model by enabling classroom teachers to demonstrate to students how their subject develops the skills needed for life after school. It enhances the relevance of all activities students participate in during their school years both inside and outside the classroom
- addresses the demand from employers worldwide for young people to develop generic work skills
- supports contemporary career development practice, which encourages all individuals to develop the capacity to self-manage their careers from a young age.

2.2.2 What's new in the 2005 logbook?

The logbook has been updated to reflect feedback provided by schools. Below is a list of the major changes:

- **Revised employment related skills for Years 9-12**
  The new employment related skills are based on the Employability Skills Framework developed by a project that gathered the views of industry on the critical generic skills required to facilitate employability in Australian workplaces.
- **A description of each skill and how it is demonstrated in the classroom context**
  It is crucial that students have the ability to articulate how they have demonstrated these skills throughout their school and community experiences.
- **New enterprise learning section**
  Activities in this section centre on enterprising attributes and students identifying those attributes within themselves.
- **Revised log sheets**
  The new format allows students to describe the learning experience, identify employment related skills, record examples of how skills were demonstrated and then reflect on the activity or process. The new format assists students to self-manage the process.
- **Improved student instructions and activities**
  Instructions allow students to complete activities independently and self-manage the use of the logbook away from school. Of particular interest are the step-by-step instructions for using the Summary section.
- **Graphics to enhance appeal to students**
  The revised pages are visually appealing for students and show a mix of illustrated pages and plain pages.
- **Introduction section renamed Student section**
  Student section better reflects the focus on providing students with activities relating to self and career exploration to enable them to plan for their futures.
- **CD-ROM supplied with each logbook**
  All templates are provided in Microsoft Word format.
- **New press binder fitting to fasten the Résumé Section.**

2.2.3 *The Employment Related Skills Logbook* overview

The Employment Related Skills Logbook content is designed to encourage students to identify and record their vocational learning experiences. There are eight sections of the logbook which are: Student, Classroom, School & Community, Workplace Learning, Enterprise Learning, Summary, Blank and Résumé. The overview below provides teachers with information regarding the intention of each section and includes suggested strategies for use and guides to facilitation.

Student Section	
Overview	**Who?**
• Contains activities relating to self and career exploration. This section can be used by schools to monitor students' progress with their current learning and its relevance to future choices. • Students can use this section to file research materials and activities regarding their planning processes for their futures. • The Student Section can also be used in careers lessons.	May be facilitated by: • members of the School to Work team • Year adviser • careers adviser.
What's in the Student Section?	**Suggested strategies for using the Student Section**
This Is Me Now activity	An activity for students to reflect on their current life situation and where they would like to be in the future. It is a starting point for students in their school to work planning.
Career research activity using the *myfuture* website	An introduction to the website **www.myfuture.edu.au**. Printed sheets from the *My Guide* section of the website can be stored in the Student Section of the logbook (eg *My Summary*).
Action Plan for students to familiarise them with the process of goal setting	The Action Plan is designed for students to complete at the start of a year, semester, term, week or day. It's a flexible activity that can assist students in their planning processes. There is also an Action Plan in the *My Guide* section of **www.myfuture.edu.au** under *Planning*.
Tracking Sheets for Years 9-12	The Tracking Sheets can be used for school-based tracking, school to work interview processes and student's personal use. The preliminary and HSC Tracking Sheets also monitor subject selection to align with NSW Board of Studies requirements.
Exit Plan for school leavers	The Exit Plan can be worked through with a student who is thinking of leaving or will be leaving school. Designed to be completed and actioned in the last few weeks of school. Students can also file their Student Feedback Report from the *School to Work Program Student Survey* in the Student Section.

2. Employment Related Skills in the Classroom

Classroom Section	
Overview	**Who?**
Introduces the process of logging employment related skills (ERS). The Classroom Section enables teachers to incorporate vocational learning outcomes into their lessons.	• Facilitated by Key Learning Area (KLA) teachers. It is intended that classroom teachers incorporate the process of logging ERS into their teaching programs. • KLA teachers have discretion as to the frequency of logging ERS in their lessons.
What's in the Classroom Section?	**Suggested strategies for using the Classroom Section**
Employment related skills in the classroom for Years 9-12	Definitions for each of the ERS to enhance students' understanding of what they mean. This page can be a reference to assist in completing log sheets.
Activities and examples of employment related skills in the classroom for Years 9-12	Teacher and student examples of how to document ERS demonstrated by students in the classroom. They are preliminary activities and sources for logging ERS.
Sample classroom log sheet	A worked example to assist students in understanding how to log ERS developed in their courses.
Classroom log sheets	Used by students to log the ERS learned in the classroom. Students reflect on the Classroom Activity, Topic, Assignment or Unit then document how three ERS were demonstrated. Students can also reflect on the learning experience.
Computing skills student/teacher assessment	This is a checklist of the skills that students would be expected to display as a result of the ICT cross-curriculum content statement in all new Years 7-10 syllabuses. It assists KLA teachers to determine the extent to which ICT content is addressed in their programs. The resource *ReCaP* provides many student activities on employability skills which align with ERS outlined in the logbook.

School & Community Section	
Overview	**Who?**
• This section gives students the opportunity to record and document their participation in activities outside the classroom and log the employment related skills (ERS) developed in those activities. • It is assumed that students have worked through the Classroom Section and are familiar with the process of logging ERS. The intention is for students to be confident to self-manage logging their ERS for school and community activities.	May be facilitated by: • classroom teacher • careers adviser • Year adviser • School to Work team member.
What's in the School & Community Section?	**Suggested strategies for using the School & Community Section**
Summary of participation and achievements	A checklist for students to list the school and community activities that they have participated in. It may also prompt students to become involved in activities that they may not have thought of.
School & Community log sheet	Same format as the Classroom log sheet. See notes under Classroom log sheet.

Workplace Learning Section	
Overview	**Who?**
• This section gives students the opportunity to focus on the ERS developed through workplace learning experiences. • The intention is for students to work through this section at the time of participation in workplace learning.	May be facilitated by : • careers adviser • VET teacher • School to Work team member.
What's in the Workplace Learning Section?	**Suggested strategies for using the Workplace Learning Section**
Examples of workplace learning	This page is to prompt discussion regarding examples of workplace learning. It includes a list of personal attributes that employers seek in employees as well as providing examples of ERS gained from workplace learning.
Workplace learning research	This activity is designed to assist students to make informed decisions about their workplace learning and focus on what they would like to get out of the experience.
Workplace learning log sheet	Similar to other log sheet pro-formas. This sheet incorporates details of the employer and workplace.

Enterprise Learning Section	
Overview	**Who?**
A new section in the 2005 version of the mainstream logbook. This section highlights the value of authentic learning through enterprise education. It also provides activities and links to many useful resources and programs. This section may also house other worksheets/information/resources relating to enterprise learning. **Note:** Section 5 of the resource *ReCaP* contains a section on enterprise learning and activities that could be used in conjunction with those in the logbook.	May be facilitated by: • KLA teachers • careers advisers • School to Work coordinators • students, who may take the initiative to research enterprise activities and programs themselves and participate.
What's in the Enterprise Learning Section?	**Suggested strategies for using the Enterprise Learning Section**
An enterprising person	A series of attributes that contribute to an enterprising person. This page can be used to discuss the nature of enterprise learning.
Enterprise profile	A research activity for students to understand the attributes and qualities of an enterprising person. The profile prompts students to write about the person's job/role and look at all the varied activities the person is involved in. Students can use the internet or interviews to compile the relevant information.
Student enterprise survey	The survey was designed as an assessment tool through the *Enterprise Education Research Project* (DEST 2004). Students can complete the questionnaire to assess their enterprising attributes so they gain an insight into their strengths and areas for development.
Enterprise survey evaluation	The survey evaluation is an opportunity for students to look at their responses from the survey and reflect on their strengths and areas for development.
Project based enterprise learning	A project based enterprise learning activity.
Enterprise activities	Examples of enterprise learning activities sorted by KLA.
More enterprise activities	Enterprise web site resources.
Enterprise learning log sheets	Students use these sheets to log their employment related skills demonstrated through enterprise learning activities.

Summary Section	
Overview	**Who?**
This section allows students to summarise their employment related skills (ERS) by collating skills from all their log sheets.	May be facilitated by: • careers adviser • VET teacher • School to Work team member.
What's in the Summary Section?	**Suggested strategies for using the Summary Section**
Summary of employment related skills	These pages are for students to collate their ERS from all completed log sheets. This process will enable students to create a dossier of ERS to be used in the preparation of résumés, applications for jobs or for further education.
Blank Section	
Overview	**Who?**
The Blank Section is an area for students to file additional activities related to their transition planning. These may include: • specific vocational learning classroom activities • logbook assignments and or homework • work for *The Real Game* series • **www.myfuture.edu.au** research or • any careers related research. The statement page after the cardboard tab is meant to be taken out once the space is used. Students can write the title of this section on the cardboard tab.	This section may be student or teacher managed.

myfuture
Australia's career information service
myfuture.edu.au

the Real game series™

Résumé Section	
Overview	**Who?**
The Résumé section helps students write a résumé and compile their portfolio.	May be facilitated by: • KLA teacher • careers adviser • Year adviser.
What's in the Résumé Section?	**Suggested strategies for using the Résumé Section**
Tips for setting out a résumé/portfolio	This page outlines a few tips for students as a starting point for discussion on how to plan or write a résumé. For further information students can log on to **www.myfuture.com.au**.
Résumé cue cards	These are designed to be cut up into squares and are "reminders" for where documents are to be filed in the future. These pages are a guide to help students write their résumé. Students should be encouraged to look at different types and formats of résumés to create an individual document.

2.2.4 Models of logbook implementation in schools

There is no single or preferred model for implementation of the *Employment Related Skills Logbook* as each school responds to the diverse needs of their students.

Ultimately, the goal is for students to be competent self-managers of their career path and planning and this would include, as a key element, effectively using and managing the logbook. The guidance and support of teachers in this process is critical to individual student success.

The models below indicate how the logbook is currently being managed by schools.

MODEL 1	The classroom unit is taught to students through a variety of learning and assessment strategies. Logging of employment related skills is completed at the end of the unit and the log sheet is filed into the logbook.
MODEL 2	Logging of employment related skills is completed once a week throughout the unit of work. Various activities and/or assignments are logged and log sheets are filed in the logbook.
MODEL 3	Unit of work is taught to students. Careers adviser manages the logging of employment related skills of selected lessons/subjects in careers lessons.
MODEL 4	The school timetables a *School To Work* week, once a term. Employment related skills are logged in each lesson for the duration of that week.

2.2.5 Teacher examples: Logging employment related skills in the classroom

Arabic Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Arabic Stage 5 outcomes. Using the examples below, guide students to document the employment related skills gained by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Food and customs				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Teamwork*

- *work cooperatively as part of a group to research the food and customs of various Arabic-speaking countries using the Internet, books, videos and magazines to source information*

Skill: *Communication*

- *interview members of the Arabic-speaking community using an appropriate form of language*

Skill: *Planning and organising*

- *negotiate and meet task deadlines*
- *plan and organise a group presentation to the class using a variety of media (presentation software, OHT, posters)*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students showed cross-cultural understanding during interviews by researching values, attitudes and beliefs of chosen Arabic-speaking country before preparing questions. Community response was very positive.*

French Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing French Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
A picture of health				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*
- *make best use of time, effort and information while doing the same topic in PDHPE and French*
- *negotiate with head teachers to develop a health survey for Stage 5 students as a bilingual project across both classes*

Skill: *Technology*
- *use appropriate software in French and English*
- *interpret data and bilingual IT presentation of conclusions to both classes*

Skill: *Teamwork*
- *work in a team to sort, summarise and graph data on age, gender, height, weight, cultural heritage and eating habits*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students added interest and challenge to learning by doing the tasks in a different way, and extending the joint-learning model to the survey follow-up activities.*
- *Students responded to survey results by jointly researching healthy snacks from identified cultural groups, for development into recipes in French.*
- *Students negotiated the testing of recipes with the Design and Technology (Hospitality) class and prepared a joint proposal for a multilingual publication as a whole school welfare project.*

2. Employment Related Skills in the Classroom

German Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing German Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Television interview				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Teamwork*	• *work cooperatively in pairs to create and perform a television interview in German, negotiating the interview topic and the roles of interviewer and interviewee*			
Skill: *Planning and organising*	• *plan the interview, drafting and sequencing questions, and discussing possible responses* • *develop characterisation for roles and rehearse the interview before filming*			
Skill: *Initiative and enterprise*	• *devise a set of key words, gestures and phrases as prompts to maintain continuity during the interview*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☑ areas for improvement	☐ further research		
• *Students improved questions during rehearsals by dividing one question into two parts, and rewording another to encourage opinion as well as facts in the answer.*				

2. Employment Related Skills in the Classroom

Indonesian Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Indonesian Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Shopping and markets				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*
- *work cooperatively in a group to plan, organise and run an Indonesian mini market for the class*

Skill: *Communication*
- *negotiate prices in Indonesian with courtesy and appropriate use of body language to support meaning*

Skill: *Cross-cultural understanding*
- *show understanding of the cultural diversity in Indonesian markets*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☑ further research

- *Students made progress in combining Indonesian language skills with calculation of weights and measures, and understanding of Indonesian currency to reach an acceptable price.*
- *Students are currently investigating the possibility of running a mini market as part of Languages activities during Year 6 to Year 7 induction day.*

2. Employment Related Skills in the Classroom

Japanese Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Japanese Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Eating out in Japan				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Communication*
- *choose an assignment topic and plan tasks and a timeline for completion*
- *use a variety of resources to research Japanese food and eating habits*
- *collect, analyse and organise information into a presentation*

Skill: *Technology*
- *suggest a class excursion to a Japanese restaurant as a follow-up activity*
- *research a suitable venue, including menu, cost and transport*

Skill: *Self-management*
- *use spoken Japanese to organise the excursion, in consultation with teacher*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *practise respectful greetings and behaviour in pairs*
- *Students can use technology effectively to increase both fluency and accuracy in spoken Japanese.*

Chinese Beginners Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Chinese Beginners Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Introducing my family				
Employment Related Skills ☑				
☑ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☐ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*	• *introduce family members to the class and explain traditional Chinese family structure using a computer-generated family tree* • *label images with characters, pinyin and tones*
Skill: *Initiative and enterprise*	• *use skills gained as a literacy peer tutor to present the computer-generated family tree in stages and sequence the addition of images, sound and text*
Skill: *Communication*	• *accept feedback and use it to improve Chinese tones and IT presentation techniques*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☐ areas of success	☐ areas for improvement	☑ further research

- *Students research China's One Child policy and its impact on traditional family roles and words for family members.*

2. Employment Related Skills in the Classroom

Italian Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Italian Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Postcards from Italy				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Planning and organising*	• *seek clarification of relevant issues while individually researching a major Italian city using the Internet, books and videos*			
Skill: *Teamwork*	• *work cooperatively in a small group to exchange ideas and information before attempting an individual writing task*			
Skill: *Communication*	• *convey information and express ideas and opinions about the chosen city, using original Italian text and graphics on a computer-designed postcard*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students added a sound-grab of the Italian text to the postcard and emailed it to classmates.*				

2. Employment Related Skills in the Classroom

Japanese Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Japanese Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Personal profile				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Self-management*	• *consider personal qualities, skills and work experience that could be used as part of a résumé, and list them in Japanese with the help of a dictionary*
Skill: *Planning and organising*	• *summarise, sequence and process the information in Japanese, inviting group discussion and peer assessment*
Skill: *Problem solving*	• *ask peers to assess the personal profile by matching its key points to a recent employment classified advertisement in Japanese*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☐ areas of success	☑ areas for improvement	☐ further research

- *Students can improve the standard of language spoken in a group by preparing and practising a mock interview for the advertised position.*

2. Employment Related Skills in the Classroom

Korean Beginners Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Korean Beginners Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Travel brochure - Historical sites of Seoul				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Learning*	• *use previous travel experience in Seoul to select historical sites for a day tour, but also show understanding of the need for additional research to complete the task*			
Skill: *Planning and organising*	• *plan an itinerary, including duration, costs, transport and meals* • *sequence site visits in an historical timeline*			
Skill: *Communication*	• *design and produce an illustrated brochure in Korean* • *demonstrate cross-cultural understanding and skills by using an online Korean dictionary*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☑ areas for improvement	☐ further research		
• *Students need further practice in correct use of different tenses.*				

2. Employment Related Skills in the Classroom

Modern Greek Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Modern Greek Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

The Olympic tradition

Employment Related Skills ☑

☐ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Teamwork*

- *work in a group, analysing and responding to a variety of unseen texts in Modern Greek on the ancient Olympics and the Olympics of the modern era – for example, video, newsprint and Internet*

Skill: *Planning and organising*

- *summarise, interpret and evaluate information within an agreed timeframe*
- *sequence ideas and manipulate known language with dictionary assistance, to plan and present a debate on the pros and cons of returning the Olympics permanently to Greece*

Skill: *Communication*

- *present ideas and values through an oral presentation to an audience*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students develop strategies to improve confidence in public speaking.*

2.2.6 Teacher activity: Logging employment related skills in the classroom

Using the examples provided in this section:

1. Identify an activity, topic, assignment or unit of work you teach to your students
2. Of the nine employment related skills, tick the ones that you feel students have demonstrated in this activity/topic/assignment/unit
3. Choose three of these skills and describe how each skill has been demonstrated (refer to *5.1 Employment related skills and their elements*)
4. Reflect on students' learning and identify an area of success, of further improvement or further research that you feel students can document.

This is the process that students undertake in documenting their employment related skills in their *Employment Related Skills Logbook.*

Classroom Activity, Topic, Assignment or Unit				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☐ Learning	☐ Communication	☐ Cross-cultural understanding
☐ Teamwork	☐ Planning and organising	☐ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: _____ Skill: _____ Skill: _____				
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☐ areas for improvement	☐ further research		

3. Student Vocational Learning Activities

"Vocational learning is general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education and community and work-based learning. All students should experience vocational learning at each year level throughout their schooling."

MCEETYA framework for vocational education and training in schools – policy directions (2001)

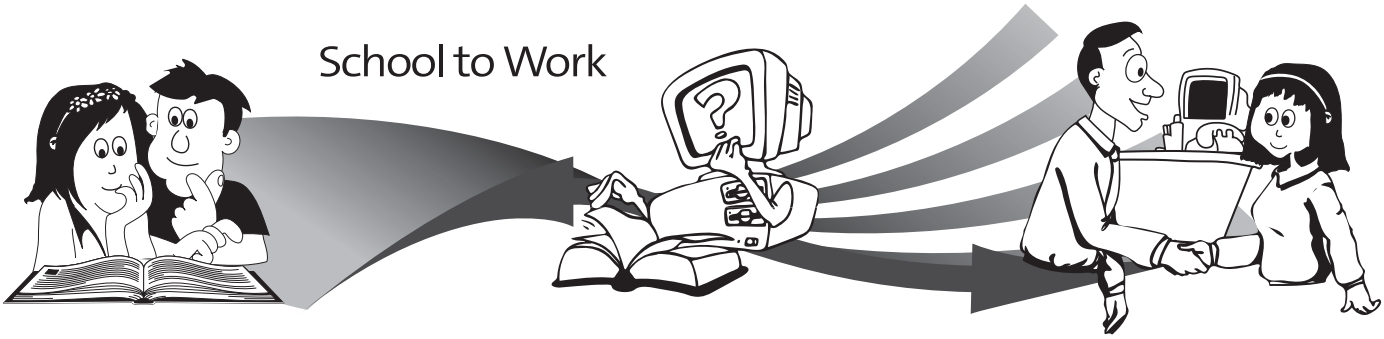
3.1 Languages student activities

Vocational learning is every teacher's business and it should be integrated into everyday teaching and learning. Effective teaching and learning is enhanced by providing access to environments within and beyond the classroom which link student learning to personal, social and work contexts. Students need to have an understanding of the work environment, career options and career pathways, life-long learning and how their employment related skills support both career and life pursuits.

The following pages provide student activities to support you in incorporating vocational learning in your curriculum. This material has been developed by your colleagues as a starting point for you to create and develop other curriculum activities that support vocational and enterprise learning for your students.

For additional vocational learning activities, please refer to the 2003 edition of *Vocational Learning in Languages*.

3.1.1 Education and Training Pathways



COMPULSORY EDUCATION YEAR 10

HSC

General and Vocational courses
Vocational Education and Training courses include: TAFE VET and SCHOOL VET and School based part-time traineeships.

credit transfer

TAFE

Year 10
TAFE
entry

UAI

UAI
not as anticipated

No UAI

UAI
not as anticipated

credit transfer

UAI
as anticipated

credit transfer

University linked Course or College

Bridging course alternative entry course/program/ college with direct credit links

Private College

Certificate or Diploma

TAFE

Year 12
TAFE
entry

Certificate or Diploma

Work
plus on-the-job training

EG: Traineeship Apprenticeship or Cadetship

Certificate Diploma or Degree

credit transfer

credit transfer

credit transfer

University

University (Full fee paying)

credit transfer

University Degree

credit transfer

JOB

TRADE

ENTERPRISE

WORK

OFFICE

CAREER

PROFESSION

3.1.2 Education and Training Pathways

FOR A CAREER RELATING TO ***Languages***

Student Activity:

1. Go to the bottom of the page. Write in the name of an interesting job or career that relates to the field of Languages.
2. Write your school subjects in the boxes provided.
3. Refer to the Education and Training Pathways sheet and do some research on courses that may lead to your chosen career.
4. Draw arrows from the subject boxes to map two pathways that lead to this career.
5. Fill in the shaded boxes with the information you find.

MY SCHOOL CERTIFICATE SUBJECTS

_____ _____

_____ _____

_____ _____

_____ _____

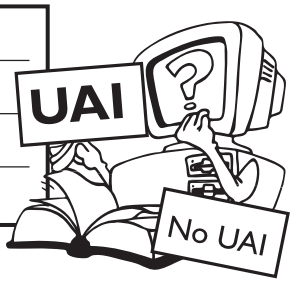
_____ _____

MY HSC COURSES

_____ _____

_____ _____

_____ _____



TAFE
Year 10 entry certificate
Course Name:
Campus:

Private College
Course Name:
College:

University linked Course or College
Course Name:
University linked to:

TAFE
Year 12 or equivalent entry
Course Name:
Campus:

Work plus on-the-job training
Industry:
Training Program:

University
Course Name:
University:
Approximate UAI range:
Prerequisites:

A job or career that sounds interesting to me:

As you can see, there is more than one way to get into any career

3.1.3 Personal profile sheet

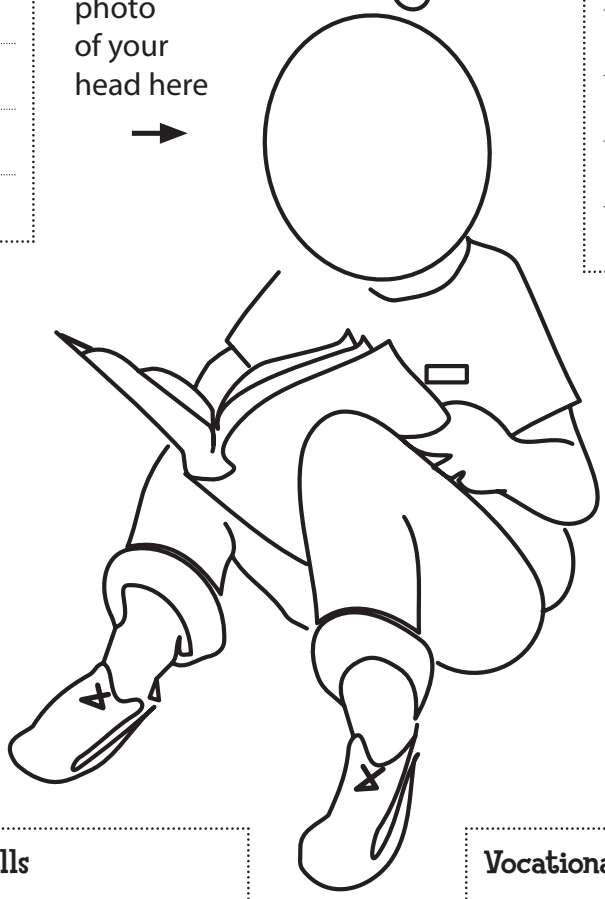
What are your personal attributes?

List them in a language other than English

Personal Qualities

Personality Characteristics

Glue a photo of your head here



Personal Values

Hobbies

Leisure interests

Talents and sKills

Vocational interests

Share your traits and talents with the class. Communicate these personality traits while speaking another language.
File your personal profile sheet in the *Student* section of your *Employment Related Skills Logbook*.

3.1.4 Putting language skills to work

Design and produce an A4 sized poster or a page for your school's web site showing how skills gained through Language study relate to the workplace. Include examples of careers using languages in your design through text, drawings and/or graphics.

Enhance your presentation using your writing skills in another language.

3.1.5 Career pathways associated with Languages

Interview someone who uses another language in the course of their work.

Examples:
Nurse, hotel manager, film animator, police officer, journalist, travel consultant, interpreter, translator, foreign government representative, flight attendant.

Develop your listening and speaking skills by interviewing the person in another language. Practise your questions before the interview is conducted.

Some suggested interview questions are listed below.

What is your present job?

Was this your first job?

What education and training did you need for this career?

Why did you choose this career?

Not everyone in this area of work has skills in another language. What are some of the advantages of having language skills in your current position?

Can you describe the main aspects of your work?

What advice would you give to someone interested in working in this area?

What further career opportunities are available in this field for someone with this combination of skills?

Thank the person for their time and help with your career project.

3.2 French sample tasks: Attention au départ!

Note: These sample tasks have been adapted from a unit of work produced by Ghislaine Barbe as part of a joint vocational learning project between the Vocational Education in Schools Directorate and the Curriculum K-12 Directorate in 2004.

Sample task 1

Task: Students organise travel arrangements in the lead up to a holiday in France.

Context: In building the field, the class has discussed various aspects of travelling with a particular focus on France. A brainstorming session has ensued to determine the logistics of planning a trip to France. This activity can serve as a 'practice run' for the planning of a real trip to a French-speaking country.

Outcomes:	Learn about:	Learn to:
5.UL.2	• ways of identifying relevant details when reading for specific information	• make judgements about relevance of detail in analysing text
5.UL.4	• resources available to enhance or promote independent learning	• develop skills in accessing appropriate additional information to expand and enhance communication
5. MBC.2	• language used to express cultural values, and to represent people and culture in texts	• explain cultural references in texts - for example, *consult RAPT/SNCF web sites*

Quality teaching:

1. **Intellectual quality**
   - Deep understanding: students reason and make relevant decisions according to their research of French websites.
2. **Quality learning environment**
   - Student direction: students assume responsibility for the content of their itinerary and how they choose to spend the allocated budget.
   - Students' self-regulation: students demonstrate autonomy when undertaking Internet research (selecting appropriate websites) and completing the task within the allocated time.
3. **Significance**
   - Background knowledge: students make connections between their knowledge and experience and the substance of the lesson for example, when deciding on what is a reasonable price to pay for accommodation or a particular leisure activity.

Resources:
- Computer software
- Access to the Internet
- A map of France depicting regions and major towns

Application to other topics:
- Shopping: planning what to buy several people for Christmas according to a certain budget
- School: organising their timetable in French and a study timetable according to a set number of private study hours

Employment related skills developed:
- Planning and organising
- Self-management
- Problem solving
- Technology

Description:

The end product of this task will consist of two tables:

(i) A word processed table listing 'things to do' (choses à faire) in one column and 'action taken' (*commentaires*) in a second column.

(ii) A spreadsheet listing all expenses the trip will incur and the total cost involved.

1. The class is to determine common factors to be applied to their individual trip for example:
   - **date de départ d'Australie**: *le 1er juillet*
   - **date de retour en Australie**: *le 15 juillet*
   - **budget total**: *AU$4000*
   - **nombre minimum d'activités**: *trois*
   - *etc.*

2. Working individually or in pairs, students use the Internet to research information to answer the questions below in point form in French. *(Employment Related Skills: Technology and Planning and organising)*

   a. Vous avez besoin d'un passeport Australien. Que faut-il faire pour obtenir un passeport Australien? Consultez le site www.passports.gov.au
   b. Avez-vous besoin d'un visa? Si oui, que faut-il faire pour obtenir un visa pour la France? Vous pouvez consulter le site suivant pour votre recherche:
      www.diplomatie.gouv.fr/venir/visas

   c. Quelle destination avez-vous choisi en France? Pourquoi?
   d. Comment allez-vous vous rendre à cette destination? Précisez les horaires.
   e. Où allez-vous loger? Pour combien de nuits?
   f. Quelles activités allez-vous faire dans la région de votre destination?
   g. Quelles sont les autres dépenses que vous devez prévoir dans votre budget? *(Employment Related Skills: Problem solving)*

3. The information gathered should be progressively recorded in the Word table (i, ii). The *commentaires* column should only contain details that will be relevant to the planning of the trip. *(Employment Related Skills: Planning and organising)*

4. The final version of the Word table should be printed and assessed / evaluated by the teacher upon completion of the task.

5. All foreseen expenses for the trip are to be transferred in detail onto a spreadsheet for example,

15	Déjeuners @ 6€	90€

(Employment Related Skills: Technology)

6. The final version of the spreadsheet should include the total of all expenses and not exceed the budget decided upon by the whole class. *(Employment Related Skills: Technology, Problem solving)*
   It should be printed and assessed / evaluated by the teacher.

Sample task 2

Task: Students engage in a conversation about holiday plans.

Context: Having completed Sample task 1 students have a deeper awareness of the logistics involved in their virtual trip to France. They are also familiar with the type of activities they will be able to undertake in their selected region. Prior to task 2 the class will brainstorm in French some of the possible general questions one mightask of someone who will soon be travelling to France.

Outcomes:	**Learn about:**	**Learn to:**
5.UL.1	• ways of identifying relevant details when listening for specific information	• make judgements about the relevance of detail in understanding text for example, extracting ideas and issues referred to in text
5.UL.3	• responding to factual and open-ended questions	• maintain an interaction by responding and asking questions and sharing information
5.MLC.2	• the importance of being aware of the choices that are made to convey precise meaning	• evaluate the accuracy and appropriateness of structures when constructing and editing text
5.MBC.2	• idioms, colloquialisms, register and formality in language use	• analyse the use of words and expressions with particular cultural significance in French texts for example, *Ça tombe bien!*

Quality teaching:

4. **Intellectual quality**
   - High order thinking: students manipulate the language to create new meaning and understanding. Students solve problems in order to create an improved version of their scripted conversation.
   - Substantive communication: extended statements, direct comments, questions on statement from one student to the other are an integral part of the task.
5. **Quality learning environment**
   - Engagement: students own the script of their conversation as they are given the choice of content and mode of presentation. They are encouraged to take the initiative to raise questions, contribute to pair work and help their peers.
   - Social support: the task provides opportunities to actively view/hear other students' tasks, to value the effort made and to contribute to positive feedback in assessing it.
6. **Significance**
   - Knowledge integration: the task requires that students synthesise information gathered in the previous activity (Sample task 1) and give it meaning in the context of a conversation.
   - Inclusivity: all students, regardless of their social grouping, are encouraged to participate fully in the task. Role-reversal in the conversation ensures that no one is excluded from taking the more active part of the conversation.

Resources:
- Bilingual dictionaries
- Digital or analogue video camera or audio cassette recorder
- Video projection equipment

Application to other topics:
- Leisure and interests: a student invites another to join a club or a leisure activity class with him/her
- Family and friends: a young person tries to convince his/her family to host a teenage party

Employment related skills developed:
- Self-management
- Communication
- Learning
- Teamwork
- Initiative and enterprise
- Technology

Description:
The end product of this task is a recorded conversation in French between two students. The recording can be made on audio or video tape.

a. Divide class into groups

b. **Instructions.** *You have been given the opportunity to invite a classmate to come with you to France. Imagine the conversation you will have with him/her so that he/she has enough details about the trip to give his/her parents. Prepare the answers to the questions you would expect to be asked.*

(Employment Related Skills: Initiative and enterprise, Communication and Self-management)

c. Conduct the conversation with a partner using a cassette recorder or a video camera. The total time of the conversation should not exceed three minutes. Both student A and student B should make this conversation realistic by including detailed information and comments about what the other person says.

(Employment Related Skills: Teamwork, Initiative and enterprise and Technology)

d. Write the script of the conversation you have recorded and adjust anything that could help improve it such as correct grammar, idiomatic expressions, linking words etc. *(Employment Related Skills: Learning)*

e. Present the final recorded version to the class or to your teacher for feedback

(Employment Related Skills: Teamwork, Initiative and Enterprise and Technology)

Sample task 3

Task: Create a multimedia display advertising the advantages of a selected French region as a holiday Destination.

Context: This task is the last one in the unit of work *Attention au départ!* (travel and tourism). Prior learning includes the study of persuasive language, knowledge of some regional characteristics in France and the use of multimedia presentations (see also suggested resources).

Outcomes:	Learn about:	Learn to:
5.UL.2	• the use of multimedia for communicative purposes	• make presentations using various technological means
5.UL.4	• the use of technology to express ideas and create own text	• access websites to transfer and manipulate produce a specific text - for example multimedia presentation
5.MLC.2	• the effect of linguistic choices on intended meaning	• make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures
5.MBC.2	• language used to express cultural values, and to represent people and culture in texts	• explain cultural references in text - for example, *la Bretagne, La Côte d'Azur, (climat, loisirs, architecture)*

Quality teaching:

7. **Intellectual quality**
   - Deep knowledge: students select specialised resources to present content and provide overview of a French region.
   - Problematic knowledge: students construct their own knowledge by investigating areas of interest in a selected region.
8. **Quality learning environment**
   - Explicit quality criteria: the criteria card (see *Description on the following pages*) is used by students to reflect on and modify their work as it develops. This may assist students to develop skills in self-evaluation.
   - Engagement: learning is connected to what is meaningful and interesting to particular students for example, they choose areas of tourism that they would consider pursuing in the real world.
9. **Significance**
   - Cultural knowledge: the task requires students to develop an understanding of diversity by using a range of resources (human and material) within and across social groups and, where appropriate, to include members of the community from diverse cultural backgrounds as a resource in lessons.
   - Inclusivity: all students, regardless of their social grouping, are encouraged to participate fully in the task, taking on different roles in line with the requirements of the task.

Suggested resources:
- Access to technology (Internet, multimedia presentation software, laptops, televison sets)
- Human resources (for collection of artifacts or regional dish preparation etc.)
- Art material (cardboard, paint, felt pens etc.)
- Cloth fabric (to arrange display)
- Adhesive material or display boards for posters etc.
- Photos of authentic travel fair displays (as models).

Application to other topics:
- Lifestyle - fashion: students select a *grand couturier* and display images and descriptions of one of their collections.
- Lifestyle - housing: students create a real estate display board advertising the features of an estate for sale.

Employment related skills developed:
- Self-management
- Communication
- Learning
- Teamwork
- Initiative and enterprise
- Technology

Description:
The end product for this task is a multimedia display advertising the advantages of a selected French region as a holiday destination.

a. Students form groups of no more than three to carry out this project.

b. **Instructions:** *you are going to participate in a simulated travel fair (Expo Régions de France 2006). Work with one or two other students. Each group of students will hold an information 'stall' to present a French region of their choice to peers. Your display should be done mostly in French and should include a self-running presentation of at least 5 slides and two or more other forms of display for example, posters, brochures, labelled objects, video, music (accompanied by written information), food etc. You will be allocated two classroom desks to display your items.*

c. Judging criteria. Visitors to the travel fair will fill out the following criteria card. The teacher will also use it as a means of assessment.

Expo Régions de France 2006	Low				High
	1	2	3	4	5
The display is original and attention-grabbing					
The name of the region name is clearly visible					
The location of the region within France is clear					
Most of the writing is done in French					
The French language used is accurate					
The language used is persuasive					
The PowerPoint presentation is informative					
The PowerPoint presentation is eye-catching					
The other forms of display are informative					
The other forms of display are eye-catching					
Potential success in attracting visitors to region					
				TOTAL SCORE	

d. At the end the travel fair display each group will be given the opportunity to share what they experienced in researching and creating the material for their stall.

3.3 Extra-curricular activities related to the study of French

Teachers of French occasionally provide opportunities for their students to perform extra-curricular duties. Usually, oral praise and/or merit certificates reward the successful performance of such duties. This segment demonstrates how such rewards can easily be formalised and built into the section of the *Employment Related Skills Logbook* to consolidate the student's personal employment profile.

Notes regarding the following page:

- The first column in the table points to extra-curricular and extension activities that can be conducted within the realm of French studies. It can serve as a springboard for other activities suitable to a particular school environment and the community at large.
- The second column provides examples of how students may demonstrate employment related skills to enter into their logbook.
- The words in bold at the end of each comment designate the employment related skills gained while performing the task.
- Students engaging in extra-curricular activities can log their employment related skills on a School and Community log sheet in their logbook.

Employment Related Skills developed at school and in the community

Activity/Learning experience	Employment Related Skills Students can ... / Students are able to ... / Students know how to ...
Activity 1 Organise a cooking demonstration by the French chef of *La Bonne Bouffe*	• show confidence in inviting guests to an event over the phone (**self-management, communication**) • meet presentation timeframe (**self-management, planning and organising**) • volunteer to approach a local French chef for an event (**initiative and enterprise**) • demonstrate understanding of protocols in the presence of a guest speaker (**self-management, cross-cultural understanding**).
Activity 2 Organisation of a large scale French event – for example, Bastille Day *(chasse au trésor, pétanque, musiciens, concours du meilleur costume de bal masqué, construction d'une fausse guillotine, tombola, mini Tour de France or Coupe de football/European handball/tennis, mini Jeux Olympiques, café-restaurant, promotion de la journée, participation du personnel de l'école for example, port d'habits bleu-blanc-rouge/bérets, sponsors etc.)*	• display confidence in promoting an event to staff and students (**self-management, communication**) • ensure a program runs smoothly by preparing a logical sequence of activities (**self-management, planning and organising**) • take on different responsibilities for the organisation of an event according to perceived needs (**initiative and enterprise, self-management**) • pay good attention to details in allocated tasks from planning stage to conclusion of an event (**planning and organising, self-management**) • guide official parties around activities within a set timeframe (**planning and organising, teamwork, self-management**).
Activity 3 Leading a small choir/band/performance group to perform a French item at an assembly or presentation night etc ...	• call for and help conduct auditions for roles (**communication, initiative and enterprise**) • keep a rehearsal schedule on track (**planning and organising**) • be responsible for the secure storage of instruments at the conclusion of rehearsals (**self-management**) • encourage audience participation in choral items (**communication, initiative and enterprise**) • dress appropriately for a presentation role (**self-management**).
Activity 4 Assistance with French lessons at a local primary school	• write, illustrate and desktop publish a book titled *Big Book in French* as a resource for use with K-2 (**initiative and enterprise, technology**) • make hand puppets to support *Big Book in French* activities (**initiative and enterprise, planning and organising**) • acknowledge the assistance of others in preparing activities (**teamwork**) • be well prepared for lessons (**planning and organising, self-management**) • move comfortably between formal exchanges with staff and informal but not familiar interactions with students (**self-management, communication**) • understand and respond to the need for patience and active listening with a K-2 audience (**communication**).

4. Education and Training Pathways in Languages

4.1 Credit transfer arrangements

Credit transfer is the granting of advanced standing by institutions (either in the same or a different sector to the original institution) to students on the basis of previous study undertaken in another institution.

4.1.1 Credit transfer arrangements: HSC to TAFE NSW

Credit transfer arrangements negotiated between the NSW Board of Studies and TAFE NSW allows credit for study completed as part of the HSC.

To be eligible for credit transfer in a TAFE NSW course, students need to provide appropriate evidence of previous study or experiences at the time of enrolment. Credit is awarded depending on whether study and experience is relevant to a student's chosen TAFE NSW course.

Successful students will receive advanced standing into their chosen TAFE NSW course and complete fewer modules/units making it possible to achieve a TAFE NSW qualification faster.

Credit transfer does NOT give automatic entry into a TAFE NSW course.

Further information about credit transfer for HSC courses can be found at: **www.det.nsw.edu.au/hsctafe/new**

Note: VET Industry Curriculum Framework Courses (ICFs) are based on units of competency. Students who study VET ICFs need to speak with TAFE NSW enrolling officers for information about the amount of module credit available.

4.1.2 HSC Languages courses and credit transfer arrangements

Students who successfully complete the Languages courses listed below, and who meet the conditions for credit transfer, are eligible to receive credit for specified modules/units in some TAFE NSW courses.

It is recommended that teachers check the website **www.det.nsw.edu.au/hsctafe** regularly as changes to courses and credit transfer arrangements between the HSC and TAFE NSW may occur.

The following information is correct at the time of publication (June 2005).

Chinese Background Speakers (minimum Band 3), Chinese Beginners (minimum Band 3), Chinese Continuers (minimum Band 3) and HSC Chinese Extension (minimum Band 3) have Credit transfer arrangements with the following TAFE NSW courses:

- Chinese 1A
- Chinese 1B

French Beginners has credit transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- French
- General and Vocational Education (CGVE)
- Work Skills.

German Beginners has credit transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- German
- Work Skills.

Italian Beginners has credit transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education

List continues overleaf.

- General and Vocational Education (CGVE)
- Italian
- Work Skills.

Korean Beginners has credit transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Korean
- Work Skills.

Korean Continuers has credit transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Korean
- Work Skills.

Spanish Beginners has credit transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Spanish
- Work Skills.

4.1.3 Credit transfer from TAFE NSW to university

Students who complete a TAFE NSW diploma or advanced diploma course can apply for an undergraduate university course and may receive credit for subjects in that university course. This may allow students to complete their degree sooner.

Universities have different entry requirements for each course. Entry requirements can vary between universities and between courses. Applicants are considered on a case by case basis. Students should contact the university they want to enter for information about specific arrangements.

Further information on credit agreements between TAFE NSW and universities and course information can be found at:

www.sit.nsw.edu.au/courses

www.avcc.edu.au

(Policies and Programs/Teaching and Learning/Credit Transfer/Links with VET)

Note: Students should contact the relevant TAFE NSW institution for credit arrangements with universities and also check the university faculty/school handbook and website for current arrangements and requirements.

Listed below are ***some examples of credit arrangements***. They are a ***guide only*** to help teachers and students understand pathway planning options.

TAFE NSW Course (Sydney Institute)	University	Degree Course	Credit Arrangement
Diploma in Tourism (Operations Management)	Western Sydney – UWS	Bachelor of Business (Tourism Management)	1.5 years credit
Diploma in Public Relations	New England	Bachelor of Administrative Leadership	Block Credit: One year of 3-year degree
		Bachelor of Professional Studies	Block Credit: One year of 3-year degree
	Wollongong	Faculty of Commerce	Total of 48 credit points possible
Diploma in Business (Human Resources)	New England	Bachelor of Administrative Leadership	Block Credit: One year of 3-year degree

4.2 Traineeships and apprenticeships

Traineeships and apprenticeships are jobs that combine paid work with formal training in a specific industry/occupation.

Apprenticeships and traineeships are available in most industries including:

- Arts and Entertainment
- Automotive
- Building and Construction
- Community Services and Health
- Communications
- Finance, Insurance and Business Services
- Food Industry
- Forest Industries
- Furnishing, Light Manufacturing, Textiles, Clothing and Footwear
- Manufacturing and Engineering
- Mining
- Primary Industries
- Process Manufacturing
- Public Sector
- Retail and Wholesale
- Sport and Recreation
- Tourism and Hospitality
- Transport and Distribution
- Utilities and Electrotechnology.

Apprenticeships generally last four years and cover traditional trade areas including aircraft, automotive, boat building, bricklaying, cookery, drafting, electrical, electronic, floor covering, green keeping, hairdressing, plumbing, saddlery, sign writing, stone masonry and wood machining. There are more than 100 apprenticeship vocations available in NSW.

Traineeships are offered in over 600 vocations and have been introduced to provide employment and training opportunities in a broader range of industry areas. Traineeships are shorter than apprenticeships, usually 12 months fulltime.

Examples of traineeships that may be of interest to students of Languages include:

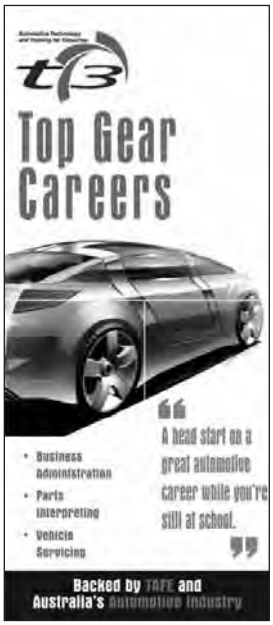
Arts and Entertainment: Entertainment – Venue and Events, Marketing and Management (Cultural Industries).

Public Sector Industry: Education Support, Local Government, Public Services and Union Recruitment and Organising.

Tourism: Airline Operations, Attractions and Theme Parks, Hospitality and Visitor Information Services.

Community Services and Health: Community Services, Children's Services, Employment Services, Youth Work, Home and Community Care and Health Service Assistant.

4.2.1 School Based Traineeships in NSW schools



School Based Traineeships provide students with increased opportunities to gain experience and qualifications in a particular industry while still at school.

Students are able to include a recognised VET qualification within their HSC and combine this with paid work.

Students successfully completing a School Based Traineeship receive:

- a nationally recognised VET qualification under the Australian Qualifications Framework
- Certificate of Proficiency
- credit toward the Higher School Certificate.

Generally, during Year 11 and 12, students spend the equivalent of three and a half days a week on their HSC program at school, one day a week in paid employment with their employer and a half day a week undertaking structured training either at school, TAFE or another registered training organisation.

- More information about current NSW traineeships and apprenticeships and School Based Traineeships in NSW schools can be found at the following website: **http://apprenticeship.det.nsw.edu.au/html/schavatrains.htm**
- The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships. More information about new apprenticeships can be found at: **www.newapprenticeships.gov.au**
- Further information on School Based Traineeships is available from the Vocational Education in Schools Directorate website: **www.det.nsw.edu.au/vetinschools**

Over 50 traineeships are available for the School Based Traineeship Program. Industry areas include:

- Aeroskills
- Automotive (T3 – Vehicle Servicing, Parts and Accessories and Business)
- Business
- Electrotechnology
- Engineering
- Information Technology
- Retail (McDonald's and Big W)
- Property.

5. Vocational and Enterprise Learning Resources

5.1 Employment related skills and their elements

The employment related skills are as important as job-specific or technical skills. They are generic transferable skills. Students' development of these skills is integral to their ability to fulfil a successful life that incorporates education, work, relationships and recreational pursuits. The elements are the facets of the skills that will help teachers identify when students are demonstrating these skills. The depth and level at which students may demonstrate these skills will vary depending on the expectations of the activities undertaken and the age and experience of the student.

Employment Related Skills	Elements
Self-management – ability to take responsibility for setting and achieving personal goals	***Evidence of self-management can include a range of the following …*** • Setting goals and priorities that balance work and personal life • Monitoring and evaluating performance regarding personal goals • Building and maintaining a positive self-image to enhance confidence • Developing an eye for detail and being precise • Managing change by being flexible, open and responsive • Being proactive in career planning, time management and setting challenges • Managing various aspects of work and personal life, including health and fitness • Learning from mistakes and accepting feedback for continual improvement • Seeking out advice and support when required • Presenting in a manner suitable to the occasion • Developing competence in managing interpersonal and emotional relationships • Understanding, and being able to use, varying means for managing stress and conflict • Understanding the importance of managing time, and having preferred techniques for doing so • Understanding the importance of celebrating success and managing disappointment, and ways of handling these • Matching personal goals and capabilities to an undertaking • Knowing how to deal appropriately with persons in authority • Keeping a focus on the task and outcomes required • Dealing with people, problems and situations with honesty, integrity and personal ethics • Showing interest, initiative and effort • Being socially responsible and contributing to the community • Understanding the importance of reflecting and applying critical judgement • Carrying through an agreed responsibility • Accepting and providing feedback in a constructive and considerate manner.

Employment Related Skills	Elements
Initiative and enterprise – ability to seek/take advantage of opportunities	***Evidence of initiative and enterprise can include a range of the following …*** • Developing a strategic, creative, long term vision and actioning it • Identifying opportunities not obvious to others • Showing independence and initiative in identifying problems, generating a range of options and initiating innovative solutions • Exploring beyond existing boundaries to identify implications and learn from others • Understanding how society, government and business work, and the importance of active citizenship • Understanding what is meant by being enterprising, entrepreneurial and how to develop capacities for these • Understanding how to demonstrate initiative • Ability to manage risk and uncertainty • Willing to take risks and learn from mistakes.
Learning – ability to achieve new skills and/or knowledge	***Evidence of learning can include a range of the following …*** • Willingness to continuously learn and grow in a range of settings, taking into account preferred learning styles • Understanding one's own preferred learning style and working to develop other learning styles • Identifying and accessing learning sources and opportunities • Investing time and effort to acquire new knowledge and technology skills • Assessing personal strengths and areas for development • Exploring and understanding personal creative talents and how to make best use of them • Demonstrating personal and career oriented learning plans • Setting, managing and achieving learning goals • Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT) • Being open to new ideas and techniques • Acknowledging the need to learn in order to accommodate change and build career paths • Being a member of and contributing to a learning community • Understanding the importance of learning new skills and acquiring new knowledge throughout life.

Employment Related Skills	Elements
Communication – ability to express and understand information	***Evidence of communication skills can include a range of the following …*** • Listening effectively and asking questions to understand and appreciate the points of view of others • Writing and speaking clearly, concisely, coherently and directly so others pay attention and understand • Reading and understanding information presented in a variety of forms (eg words, graphs, charts, diagrams) • Recognising the purpose of the communication and the needs of the audience • Sharing ideas and information using a range of information and communication technologies • Using relevant scientific, technical and mathematical knowledge and skills to explain or clarify ideas • Observing and recording data using appropriate methods, tools and technology • Having confidence in personal ideas and vision and being able to articulate these • Speaking and writing in languages other than English • Appreciating and understanding the role of non-verbal communication • Persuading and influencing others by inspiration, sensitivity and clarity • Establishing and using networks, both formal and informal.
Teamwork – ability to work effectively with others to get things done	**Evidence of teamwork can include a range of the following …** • Working as an individual and developing a rapport with others to form working relationships • Recognising and respecting the diversity, individual differences and perspectives of others • Understanding how to operate in a team • Understanding personal capacity for filling different team roles • Identifying the strengths of team members • Understanding how to assist others (eg coaching, mentoring and giving feedback) • Ensuring that the team's purpose and objectives are clear and establishing consensus on individual roles and responsibilities • Influencing, negotiating, collaborating, supervising, directing and motivating others to achieve a recognised objective (demonstrating leadership) • Managing and resolving conflict when appropriate and recognising the role of conflict in a group to identify issues and reach solutions • Understanding how to relate to other people in varying contexts, including those where they manage or are managed by others; and how to get things done • Respecting and being open to and supportive of the thoughts, opinions and contributions of others in a group.

Employment Related Skills	Elements
Planning and organising – ability to coordinate and prioritise tasks and resources	***Evidence of planning and organising can include a range of the following …*** • Developing a vision and a flexible pro-active plan to achieve it • Managing time and priorities – setting timelines, coordinating tasks for self and with others • Allocating people and appropriate tools and technology to tasks or a project • Being resourceful • Developing a range of techniques to locate, gather, assess and organise information using appropriate technology and information systems • Adapting resource allocations to cope with unexpected circumstances • Establishing clear project goals, deliverables and contingencies • Taking initiative and making decisions • Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • Collecting, analysing and organising information, using appropriate methods, tools and technology • Varying and adjusting one's approach or style according to situation demands • Making estimates and verifying calculations • Participating in continuous improvement and planning processes (monitoring and evaluating) • Evaluating the process and the product.
Problem solving – ability to identify problems and develop solutions	***Evidence of problem solving can include a range of the following …*** • Anticipating, identifying, clarifying and framing problems • Identifying the root cause/s of a problem • Developing and exploring practical solutions • Using mathematics including budgeting and financial management to solve problems • Testing assumptions taking the context of data and circumstances into account • Analysing and assessing information and situations quickly • Generating and using creative ideas and processes • Applying risk management • Seeking different points of view and evaluating them • Recognising the various dimensions of a problem (eg social, interpersonal, technical and environmental) • Deciding what needs to be measured or calculated • Readily using science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • Evaluating solutions to make recommendations or decisions • Implementing solutions, then monitoring and evaluating • Maintaining an open mind.

Employment Related Skills	Elements
Technology – ability to use appropriate technologies to complete tasks	***Evidence of technology skills can include a range of the following …*** • Managing and using technology for a purpose in a given context • Having a range of basic information technology skills • Using information technology to manage and organise data • Applying occupational health and safety knowledge and practice to the use of technology • Displaying manual dexterity/fine motor skills when using technology • Applying technology to achieve work and leisure solutions • Achieving competence in handling information and communications technology and understanding the underlying processes • Understanding the social and ethical implications of technology and critically evaluating them • Being aware of technical challenges and constraints and having a plan for solving them • Understanding the role of technology in leisure and work • Understanding the implications of technology for productivity and business competitiveness.
Cross-cultural understanding – ability to respect diversity and act without discrimination	***Evidence of cross-cultural understanding can include a range of the following …*** • Recognising, valuing and respecting cultural, religious, linguistic and community diversity in local, national and global contexts • Identifying opportunities to use diversity to achieve agreed outcomes • Working effectively with people of diverse cultural, religious and linguistic backgrounds • Demonstrating an appreciation of the rights and responsibilities of individuals, groups and organisations within local, national and global contexts • Identifying how individuals and groups are interdependent on each other • Demonstrating sensitivity when interacting with individuals and groups from diverse cultural, religious and linguistic backgrounds • Working with others to achieve common goals which reflect equity and social justice • Recognising Australia's Indigenous heritage and its political, social, economic and cultural relevance • Identifying and overcoming stereotypes in life and work.

Personal attributes Personal attributes contribute to overall employability. They are a set of non-skill-based behaviours, attitudes and characteristics that contribute to a person's ability to achieve a successful life.	**Enterprise Education Learning Framework**	
	Key Qualities The enterprising learner is …	**Enterprising Characteristics** The enterprising learner …
• **Loyalty** • **Commitment** • **Honesty and integrity** • **Empathy** • **Assertiveness** • **Trust** • **Enthusiasm** • **Reliability** • **Personal presentation** • **Common sense** • **Positive self-esteem** • **A sense of humour** • **A balanced attitude to work and home life** • **An ability to deal with pressure** • **Motivation** • **Adaptability** • **Flexibility** • **Resilience** • **Determination** • **Self-reliance** • **Flexibility** • **Engagement** • **Connectedness**	**Connected**	• takes action that links learning to the real-world • communicates effectively • participates in the community.
	Engaged	• makes a head and heart contribution • is task oriented and outcomes focused • applies understanding to move forward • manages resources and time effectively.
	Resilient	• takes advantage of opportunities • actively monitors and responds to feedback • maximises capability and responds appropriately to setbacks.
	Responsible	• takes responsibility for own actions • has a sense of self-worth and belonging.
	Ethical	• contributes to the development of community values • acts in accordance with agreed values.

5.1.1 Employment related skills mapping

The table below maps the employment related skills (2005) against the employment related skills used in the *Employment Related Skills Logbook* (2002-2004) and the *Key Competencies* addressed in all NSW syllabuses.

NSW Employment Related Skills for Years 9-12 (2005)	Previous NSW ERS for Years 9 & 10	Previous NSW ERS for Prelim & HSC	Mayer Key Competencies
Communication *Ability to express and understand information*	Communication	Communicating ideas and information Negotiating and influencing	Communicate ideas and information Using mathematical ideas and techniques
Planning and organising *Ability to coordinate and prioritise tasks and resources*		Planning and organising Collecting, organising and analysing information Recruiting and managing resources	Planning and organising activities Collecting, analysing and organising information Identifying, assessing and managing risks
Teamwork *Ability to work effectively with others to get things done*	Leadership	Working with others and in teams	Working with others and in teams
Technology *Ability to use appropriate technologies to complete tasks*	Technological Physical		Using technology
Problem solving *Ability to identify problems and develop solutions*	Numerical	Solving problems	Solving problems
Learning *Ability to achieve new skills and/or knowledge*			
Self-management *Ability to take responsibility for setting and achieving personal goals*	Social	Matching personal goals and capacities to undertakings Monitoring and evaluating Being flexible and dealing with change	
Initiative and enterprise *Ability to seek/take advantage of opportunities*	Creative Practical	Using initiative and drive Generating and using creative ideas and processes Generating, identifying and assessing opportunities	
Cross-cultural understanding *Ability to respect diversity and act without discrimination*			Cultural understanding

5.2 Vocational learning resources for teachers and students

The following resources may be helpful to teachers and students who research careers and courses. Teachers and students may collect and add additional resources to this list.

Handbooks

- The most recent NSW DEST Job Guide **www.jobguide.dest.gov.au**
- The most recent version of the NSW UAC Guide **www.uac.edu.au**
- The most recent version of the TAFE NSW HANDBOOK **www.tafensw.edu.au**
- The most recent version of the HSC/TAFE Credit Transfer Guide **www.det.nsw.edu.au/hsctafe**
- The careers section of the most recent local/state newspaper.

Note: Schools located near other states should explore interstate handbooks.

Booklets

- *Aboriginal Career Aspirations Program*, Board of Studies. Distributed to schools 2002
- *Making Choices* (Work Sheets and CD-ROM) Career Education Association of WA.

Multimedia

Resource Title	Description
Logging The Real Game in NSW Schools – CD-ROM	This CD-ROM has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game.* This is achieved by connecting *The Real Game* with the *School to Work Employment Related Skills Logbook* and shows how these two resources complement each other. *Logging The Real Game in NSW Schools* includes a series of support materials provided on CD, which allows both students and teachers to reflect on the outcomes achieved.
Logging on to the Future – CD-ROM	This resource promotes the usefulness of the *Employment Related Skills Logbook* to students, teachers, parents and employers. It demonstrates how the documenting of vocational skills by students throughout their school years can support them in interviews and applications.
School to Work Training 2003 – Video	The presenter, Paul Baker from TMP Worldwide, provides current information about the changing nature of the workplace, trends in employment and how this impacts on society. He focuses on the skills and competencies that will be required in future workplaces and then demonstrates how schools can help equip students to be better placed to meet the new and emerging world.

Resource Title	Description
JUMP TO IT: your guide to careers in the Sport and Recreation industry – CD-ROM	This resource covers the four sectors in the Sport and Recreation industry; community recreation, fitness, outdoor recreation and sport. It provides advice to students on steps they can take to research the Sport and Recreation industry and activities they can undertake to test their commitment and interest. A brief background to employment prospects and a profile on business people in the industry is supported by links to appropriate websites.
PowerUp – Your Career in Utilities and Electrotechnology – CD-ROM	This is an interactive, multimedia CD-ROM filled with information on today's Utilities and Electrotechnology industry opportunities. It profiles different workers in the industry and provides insight into their work and training. It incorporates video footage, sound and stills (graphics, photos), and text descriptions of the industry sectors being case studied, as well as links to other information, regarding employment opportunities and training.
WRAPS Careers: What Do You Want To Be? – Video	The aim of *WRAPS Careers: What Do You Want To Be?* is to provide careers advisers, VET teachers and students with information about careers in the Wholesale, Retail and Personal Services industries.
You Can Do I.T. ICT Careers Expo – Video	This video was filmed at the Information and Communication Technology (ICT) School to Work Information Day 2002. It provides Government school secondary students, careers advisers and parents with a range of available career and training options and current industry trends in the ICT field. The video also features interviews with students and ICT personnel in their workplace.
It's Your Business – DVD	This is a DVD resource for students who think that one day they might like to run their own business. It features: • video footage of four young people who are making it, working for themselves. They explain how they did it, the training they had and who helped them • an info bank with advice on how to get started, how to run a business and how to make it grow • quizzes to test individual suitability for business and the dos and don'ts.
Make It in Metal – CD-ROM	This CD-ROM provides information for people considering a career in the Metal Manufacturing and Engineering industry. It is suitable for use with students undertaking research or as a classroom resource. *Make It in Metal* allows students to meet young people in their workplaces, explore different industry pathways, test their knowledge about access to organisations and resources and learn about jobs.
Welcome To Hospitality – CD-ROM	This CD-ROM looks at a sample of the huge number of jobs that make up the hospitality industry, represented here by the hotel, motel, pubs, clubs and restaurant sectors.
Automotive Careers – CD-ROM	This CD-ROM resource provides information to students on a variety of automotive careers through text, video and still pictures. It is sectioned into the areas of Body Repairs, Mechanical Repairs, Sales and Careers.

Useful websites

www.curriculumsupport.nsw.edu.au/vetfrench
A website development project for French Stage 5 students.

www.curriculumsupport.nsw.edu.au/languages
Languages homepage of the Curriculum K-12 Directorate. Contains links to resources suitable for teachers of Languages.

www.det.nsw.edu.au/vetinschools
The Vocational Education in Schools Directorate has developed this website for teachers, parents and students to provide information on and links to vocational education.

www.myfuture.edu.au
Australia's electronic career information service.

www.det.nsw.edu.au/vetinschools/schooltowork
Designed for teachers, this website supports the NSW Government's *School to Work Program*.

www.futurefinder.com.au
This website has a career interest test.

www.newapprenticeships.gov.au
A national website for traineeships and apprenticeships. This site contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region.

http://apprenticeship.det.nsw.edu.au
The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW.

www.seek.com.au
One of Australia's leading student and graduate employment and career resource websites, it contains over 35,000 jobs online. Do a 'quick job search' by typing in language as a keyword and discover a plethora of jobs available requiring language skills.

www.workplace.gov.au
'Australian Workplace' offers information on employment, workplace relations, government assistance, jobs, careers, training and wages. It links to **www.jobsearch.gov.au/joboutlook** which contains occupational information such as job prospects and weekly earnings.

www.boardofstudies.nsw.edu.au
This website includes details of the Board of Studies Languages curriculum.

www.det.nsw.edu.au
The Department of Education and Training has a 'Training and Industry' link to BVET, Apprenticeships NSW, VETAB, industry programs, training market and new apprenticeship centres.

www.det.nsw.edu.au/vetinschools/jobsalive
The *Jobs Alive* website enables students to read about the career pathway of a profiled worker. The site contains a photo of each worker when they were in Year 10. This helps students better understand that these workers were once their age facing similar decision-making issues.

http://girlswork.det.nsw.edu.au
The site looks at some different jobs in the form of *Work Profiles*, shares stories of other young women in *Your Stories* and discusses the different paths you can take between education, training, work and careers in *Pathways*. It helps young women explore their options using a variety of material including e-cards, a quiz, news and lots of links.

http://boyzatwork.det.nsw.edu.au
This website explores the broad range of work and career options available to young men. The *Champions* section has interviews with successful young men, *Jobz 4 the Boyz* looks at a number of jobs and careers that young men may not have considered and *Steer Your Career* shows there is more than one way to get from education and training to work and a career. Young men can consider their education, training and employment options by exploring this website and engaging in the quiz, e-cards, news and lots of links.

www.tafensw.edu.au/nsit/nsijobsforthegirls
This website displays images of eight young women in their workplace. The website has a case study on each of the eight young women that details their path into their chosen career. Better jobs and better pay means confidence and financial independence. The website hopes to interest young women in studying courses that will give them the skills and qualifications they need to pursue their career.

5.2.1 *myfuture.edu.au*

The *myfuture* website is a unique, comprehensive, online career information exploration service which is useful for school students and young people making decisions about subject choice, vocational pathways and employment.

The website allows users to refine their career ideas and to explore the skills and qualifications necessary for their desired career path. Information on awards, scholarships and financial assistance for study is also provided to enable users to shape their educational future.

As young people plan their transition from study to work, further education and employment, they can use *myfuture* to explore their interests and acquired skills and discover a variety of relevant career options. Some of these options may be completely new to them. *myfuture* also has information about the labour market, employment conditions and income data for any region of interest throughout Australia.

The detailed occupation descriptions in *myfuture* are very popular with young people. Young people can be better prepared for the workforce knowing what skills are required and what responsibilities and income to expect in particular jobs and careers. This can directly benefit employers, as new employees will have a higher level of confidence that the job they select is right for them.

Enterprising young people interested in identifying business opportunities and wanting to find out more about setting up a small business are also supported on the *myfuture* website.

For teachers, this website complements vocational learning activities in the classroom and is an innovative technological tool for students to explore career options relating to the eight key learning areas. The *Employment Related Skills Logbook* also features an introductory task to the *myfuture* website in the Student section.

With *myfuture*, career planning and development goes beyond the traditional tasks of selecting an occupation, getting a job, progressing in a single occupational field and planning for retirement. Articles and activities in *myfuture* include life planning and emphasise self-awareness, life long learning, career self-management and lifestyle management. Now go to **www.myfuture.edu.au** and explore the possibilities for yourself.

myfuture
Australia's career information service
myfuture.edu.au

5.2.2 *The Real Game Series*

The Real Game series consists of five developmentally sequenced career development and life skills programs. Each program in *The Real Game* series is a stand-alone teaching and learning tool which addresses the *K-10 Curriculum Framework* broad learning outcome: *Students will understand the work environment and have the knowledge, skills and understandings to evaluate potential career options and pathways.* The programs also encourage contemporary assessment for learning practices, provide student personalised learning opportunities and support quality pedagogy.

Each program includes creative role-playing and simulated activities. As a result, students have fun as they learn about life as an adult, exploring life and work roles in the context of their own career development and life planning. The five programs include:

The Play Real Game	suitable for ages 8 – 10
The Make It Real Game	suitable for ages 10 – 12
The Real Game	suitable for ages 12 – 14
The Be Real Game	suitable for ages 14 – 16
The Get Real Game	suitable for ages 16 – 18

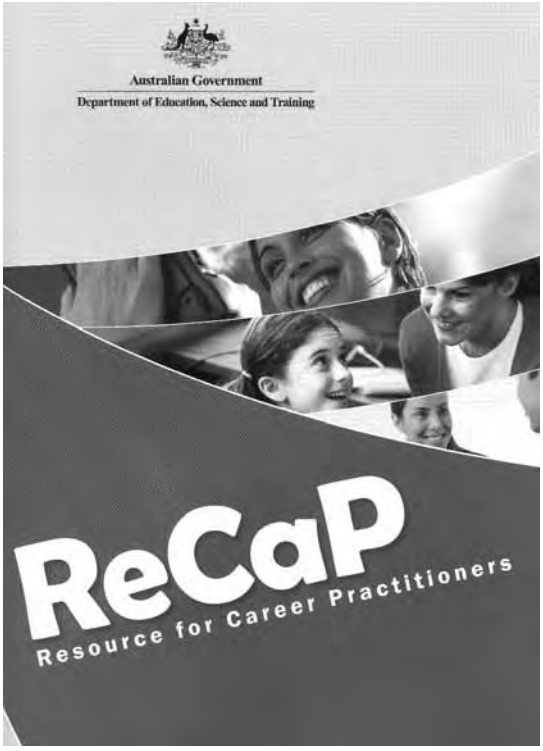
The Real Game series is underpinned by five internationally acknowledged career development themes known as the *High Five*, which have recently been incorporated into the draft prototype of the *Australian Blueprint for Career Development*. These principles are:

- **Focus on the journey**, not the destination
- Know yourself, believe in yourself and **follow your heart**
- You're not alone. **Access your allies**, and be a good ally
- **Change is constant**, and brings with it new opportunities
- **Learning is lifelong**, and it's good. We are most alive when we are learning.

A CD-ROM entitled *Logging the Real Game in NSW Schools* has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game*. Other features of this resource include: *The Real Game* log sheet and the employment related skills certificate. The sessions and units of *The Real Game* have been mapped against the objectives and outcomes of Stage 4 NSW Board of Studies Commerce, English, Maths and PDHPE syllabuses to show how the program can address course delivery needs across a range of key learning areas.

To access the required teacher training or for more information on *The Real Game* series or *Logging the Real Game in NSW Schools*, contact your Vocational Education Consultant. For more general information about the series or to order products visit the Australian Real Game website: **http://realgame.dest.gov.au**

5.2.3 *Links to ReCaP*



ReCaP (Resource for Career Practitioners) is a quality teacher initiative under the *Australian Government Quality Teacher Program*. The resource provides careers advisers with information about current theories and policies relating to career development. It also provides the most up-to-date information about national programs, resources and materials, and has sections to enable users to include state, local and personal content. *ReCaP* was distributed to all NSW careers advisers in 2004.

The resource contains a series of student activities as black line masters for photocopying. A CD-ROM is also included with electronic versions of all worksheets that allow teachers to customise them to suit individual student needs. Worksheets can also be stored on a school's intranet.

The activities are aligned with the sections covered in the *Employment Related Skills Logbook* and would enhance students' entries and use of the logbook. The set of employment related skills outlined in *ReCaP* align with those listed in the logbook.

ReCaP can be downloaded from the following website: **www.dest.gov.au**

Home>Career Development>Publications & Resources>Publications A-Z>R>ReCaP:resource for career practitioners**.** Scroll down to Availability and click on HTML.

5.3 Enterprise resources and activities

For more information on enterprise activities and programs that students may wish to participate in, visit the websites listed below.

www.schools.nsw.edu.au/events/statecompetitions/webawards

The Department of Education and Training's Annual Schools Web Design Awards encourage teachers and students to become familiar with web design tools and to immerse themselves in communication technologies. Entering the awards is an excellent way of involving your school in these technologies. The competition is a fantastic way for students to create an educational resource for a world wide audience.

www.curriculumsupport.nsw.edu.au/technology/myda

The Minister's Young Designer Awards (MYDA) promotes innovative Stage 4 Design and Technology. The MYDA encourages students to look at the world around, to investigate products, systems and environments, and to design a successful solution in an area of interest to them. The awards are open to students in Years 7 and 8 in Government and non-Government schools in NSW, either as individual entries or as small group (maximum of six) entries. The challenge offered to students is to develop a project that meets a clearly identified need.

www.mindshop.com.au/mswebpage.nsf/pages/excellence

Mindshop Excellence is a five day work experience program aimed at Year 10 students. A team of six students will visit a host organisation. Facilitators will train students in business processes. Students will then be given a real workplace issue to solve over the course of the five days. The team will present their solution to management, staff, parents and teachers.

www.youth2youth.com.au

Youth 2 Youth run skill based workshops in school or outside school that equip young people with career, enterprise and business skills. They develop two free publications, *Frank* for young women and *Ignite* for all youth – they highlight opportunities, list contacts and provide inspiration for enterprising young people. The site provides youth information and hotlinks to many other sites.

www.anpf.cit.act.edu.au

Australian Network of Practice Firms. A practice firm is a virtual business set up and run by students with support from teachers and a mentor business partner. Practice firms trade in a virtual economy with other practice firms in the network and can attend and participate in trade fairs at a local, regional, state and national level.

www.takethechallenge.com.au

Energy Australia Red Cross Youth Challenge invites young people, their teachers and members of the community to take the challenge by finding a project that helps the community. Groups work together on a project gaining skills in project management, problem solving, research and communication. The site lists available projects or students can come up with their own.

www.sustainableliving.com.au

Sustainable Living Competition is an annual competition for high school students to undertake environmental projects in the classroom individually or by entire school communities. More than $30,000 in prizes.

www.yaa.org.au

Young Achievement Australia (YAA) offers two programs. Business Skills is aimed at Year 11 students. Groups of 20 to 25 students run their own business under the mentorship of a host organisation and take responsibility for all decisions. The program is run over 16 to 24 weeks generally outside school hours. Students can achieve a Certificate II in Business. Business Enterprise is for Years 8-10 students and introduces them to the world of business. Generally conducted in Commerce, Business or Work Education classes.

www.asx.com.au/sharegame

ASX Schools Sharemarket Game is available to students in Years 7-12. Students form a syndicate of two to four students. Each syndicate is provided with an imaginary $50,000 to invest in shares. This hands on experience of the share market will see you involved in internet "share trading" over a 10 week period.

www.austrade.gov.au/studentcentre

Austrade Export Plan Competition is a five week hands on unit where students study business with global potential. Students can apply business, economic and marketing theory and consider the global potential and small business opportunities in their own local area.

www.abw.org.au

Australian Business Week (ABW) offers students several programs. The in-school program is an intensive five day program (involving all Year 10 or 11) where groups of 10 students form a simulated company and assume the key roles of that company's employees. This culminates in the production and marketing of a product at a trade fair.

www.csiro.au/crest

CREST (Creativity in Science and Technology) provides students with a nationally accredited award for completing science or technology research projects. Projects are offered at different levels. Links are made with industry or community workers so students gain an understanding of the role of science and engineering in the community.

www.enya.org.au

The Enterprise Network for Young Australians (ENYA) promotes the active participation of young people (aged 15-30) in enterprise in an ethical and sustainable manner. It can assist them to set up their own enterprise by directing them to funding opportunities, mentors and training. ENYA has links to many other sites targeting youth.

www.govolunteer.com.au

Go Volunteer provides young people with all the information necessary if they are considering volunteering or seeking volunteer opportunities in their local area.

www.youthgas.com.au/about

Youthgas provides timely and accessible youth information/opportunities, a space for younger voices to be expressed and a place for people to share and learn about issues and concerns.

www.youngaustralians.org

The Foundation for Young Australians is committed to developing innovative initiatives that support and empower the lives of young Australians aged 12-25. They provide seed funding and help young people develop their ideas.

www.myownbusiness.org

My Own Business site is a free Internet business course on starting up and operating your own business. It offers resources, forum and chat, various courses and helpful information geared toward successful business.

www.highschoolstartups.com

High School Start Ups is designed to encourage enterprising young people. It provides useful information for students thinking about establishing their own business or a partnership business.

5.4 *Teachers in Business* – an opportunity for teachers

The Teachers in Business Program (TIB) provides teachers with work opportunities outside of school that will enhance their own industry/business experience and vocational learning. It will allow teachers to add value to curriculum delivery as they transfer the knowledge and skills learnt during the placement back into the classroom. It is also a means by which teachers can forge valuable links to industry for their school.

All teachers K-12 are eligible to apply for this program. Teacher relief is available to support teacher placements during school time. Teachers negotiate their placement with a suitable organisation or are 'matched' with the support of industry.

Teachers need to clearly outline how the placement will enhance their teaching. Examples include:

- Project management for leadership roles
- Business organisation
- Career pathways in a business or industry
- Examining new and emerging technologies in a specific industry area
- Event management that will assist in planning school or local events
- Examining ways in which industry and school can work together
- Examining services available to students when they leave school
- Investigating a range of support services for students with special needs
- Working with practice firm business mentor.

Teachers will be required to share their learning with others at the school, local or regional level.

Contact your local Vocational Education Consultant for the Guidelines and Application form.

Notes